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ABSTRACT

Five hearings were held in the fall of 1982 to evaluate nutrition education programs in Illinois. Representatives from schools and hospitals, and presidents or directors of organizations whose members might provide nutrition education testified. Testimony by 96 participants was in the form of responses to questions about: (1) the primary audience and number of people reached by nutrition education programs; (2) the biggest nutrition problem facing the primary audience; (3) program participants' perceptions of the importance of nutrition; (4) training in nutrition or a nutrition related field; (5) teaching methods and their effectiveness and the type of materials used; (6) current sources of nutrition information for updating nutrition knowledge; (7) information for improving nutrition education efforts; (8) new directions needed in nutrition education; (9) other area nutrition programs and teachers; and (10) who is responsible for nutrition education. The report is organized around responses to these questions, slightly modified to include sub-categories suggested by the testimony. Recommendations are listed after the discussion of the testimony where appropriate. Information on resource materials available for nutrition educators is appended. (JD)

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ILLINOIS STATE COUNCIL ON NUTRITION

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NUTRITION EDUCATION IN ILLINOIS

A REPORT ON LEGISLATIVE HEARINGS
HELD BY THE ILLINOIS STATE COUNCIL ON NUTRITION

SP024 338

NUTRITION EDUCATION IN ILLINOIS

A REPORT ON LEGISLATIVE HEARINGS

HELD BY THE ILLINOIS STATE COUNCIL ON NUTRITION

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August, 1983

"Nutrition education is the process by which individuals gain the understanding, skills and motivation necessary to promote and protect their nutritional well being through their food choices.... More specifically, it is aimed at a general improvement of nutritional status through promotion of adequate food habits, elimination of unsatisfactory dietary practices, introduction of better food hygiene, and efficient use of food resources...."

Statement of Nutrition Education Policy

(National Nutrition Consortium, Inc., Washington, D.C., 1980)

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INTRODUCTION

"A growing awareness of the importance of physical fitness, and its relationship to health has made a dramatic impact on the lives of many people in our society. Awareness of nutrition, with its vital link to good health long acknowledged, is now being reemphasized in our society. Given the high increase in statistics indicating that Americans suffer mostly from degenerative types of diseases -- cancer, heart disease, and high blood pressure -- which have been linked directly or indirectly to diet and nutrition, the imperative for more educational awareness of these factors has gained considerable support." (McCann-Urbana)

Many groups either provide nutrition education or make decisions relating to nutrition education. These groups include but are not limited to the Federal government, the State Legislature, the State Board of Education, the State Department of Public Health, local school boards, teachers' organizations, and parents. In addition, private sector entities such as the National Dairy Council, National Foundation/March of Dimes, and food companies also provide nutrition information for the public.

Nutrition education as part of the legislative mandate which established the Illinois State Council on Nutrition (ISCON) has always been one of the primary objectives of the Council. The Council has been involved in the direct and indirect education of the citizens of the State of Illinois through the following activities:

* ISCON Newsletter
* Newspaper Column, "From the Desk of Virginia Hill"
* Public Service Announcements
* Nutrition and Health Sessions for Legislators
* Annual Poster Contest
* Golden Apple Award
* FHA-HERO Nutrition Peer Educator Program
* Internship Program
* Legislative Hearings and Reports
* Conferences for Educators and/or Health Professionals
* Cooperation with Other State Agencies
* Speakers Bureau
* Brochures for the Public

While these activities have had a positive impact on the nutrition knowledge and status of the people within the State of Illinois, more needs to be done as evidenced by the questions received at the Council's office, the input of Council members based on their professional activities, the recommendations developed during other legislative hearings, several reports from various groups of the federal government, and an increase in the activities of the purveyors of nutrition misinformation. For example, testimony from the hearings on Nutrition and Teenage Pregnancy revealed that teens either have little knowledge of nutrition or do not know how to apply the knowledge they do have. Teens also do not realize the importance of nutrition during pregnancy, either to themselves or to their infant. Nutrition is not taught in required courses, is not taught in a practical, relevant way, or is taught too late in the curriculum, such as after the pregnant teenager has dropped out of school. Teens also get confused messages regarding nutrition from the media, their peers, and their families. These findings are not new, they were reported years ago, say some nutrition educators who fail to understand that the significance is not in the newness, but in the persistence of lack of nutrition knowledge as a continuing problem.

Other hearings also highlight the importance of nutrition education to provide the public with information upon which they can base food choices to minimize improper diet as a contributor to the development of certain diseases, to maximize good nutrition as a contributor to optimal health, and to enable the public to make informed decisions regarding misinformation purveyed by individuals who do not have the knowledge base and the proper credentials. Because education has not kept up with the expanding nutritional data base, Americans have been branded as a "Nation of Nutritional Illiterates." (White, P.L., "Why All the Fuss Over Nutrition?", Journal of Nutrition Education. 8(2), April-June, 1976, p. 54)

Nutrition is being taught, but where, how much, and by whom are the questions for which at present we do not have answers. How many schools are teaching nutrition in the elementary, junior and senior high levels? Where do adults get their information? Is it from health professionals, adult classes or programs, beauty salons, industry, health food stores, hospitals, health spas, elderly nutrition sites, government programs, consumer groups, or magazines? Where do the teachers get their information? Have they had courses in college? What do they read to update their knowledge base? Where do health professionals get their information? What and how much is taught in medical schools, nursing schools, and dental schools?

To obtain information to answer these questions, the Council held five hearings as follows:

- On October 13, 1982, in DeKalb in cooperation with the Department of Home Economics at Northern Illinois University
- On October 20, 1982, in Macomb in cooperation with the Home Economics Department at Western Illinois University
- On November 9, 1982, in Belleville in cooperation with the St. Clair County Regional Superintendent's Office
- On November 17, 1982, in Charleston in cooperation with the School of Home Economics at Eastern Illinois University
- On November 23, 1982, in Urbana in cooperation with the Division of Nutritional Sciences and the Department of Foods and Nutrition at the University of Illinois

Announcements of the hearings were made in the Council's newsletter which has a distribution of 13,000 direct mailings to schools, hospitals, and colleges and to presidents or directors of organizations whose members might provide nutrition education for a selected population.

During the five hearings, 96 people testified -- 28 at DeKalb, 15 at Macomb, 17 at Belleville, 21 at Charleston, and 15 at Urbana. Two hundred and thirty-six people attended the five hearings and 45 persons or groups have submitted written testimony to the Council office. For a complete list of hearing officers, witnesses, and those submitting written testimony, see Appendix A.

In order to obtain information about selected areas of interest to the Council, those invited to submit testimony were asked to respond to the following questions. In addition, they were asked to include any comments they felt were pertinent.

1. Who is your primary audience? How many people are reached by your nutrition education program?
2. What do you consider the biggest nutrition problem facing your primary audience?
3. Do the people involved in your nutrition education program perceive nutrition as important to them?
4. What training do you have in nutrition or a nutrition related field? (For example, academic course(s), workshops, self-taught, etc.)

5. What teaching methods do you use? Which are most effective? What type of materials do you use?

6. What current sources of nutrition information are most useful to you in updating your nutrition knowledge?

7. What information would be useful to you to improve your nutrition education efforts?

8. What new directions do you think are needed in nutrition education?

9. Do you know where else in your area nutrition is being taught? If so, by whom?

10. Who do you believe should be responsible for nutrition education?

This report is organized around the responses to these questions, slightly modified to include sub-categories suggested by the testimony. If a person is named, the quotation or paraphrase is taken directly from their testimony because it succinctly states the views of several individuals. When no individual is named, the comments of several individuals are summarized. Where appropriate, recommendations will be listed immediately after the discussion of the testimony as well as in the "Discussion" section. A section on "Gaps in the Information Base" follows Question 10.

Verbatim transcripts of all of the hearings are on file at the Council office in Springfield. Anyone wishing to read the transcripts should contact the office to set up an appointment.

QUESTION 1

WHO IS YOUR PRIMARY AUDIENCE?

As anticipated, the primary audience of the people who testified varied from preschoolers to senior citizens, from individuals who are mentally handicapped to university students, and from those with a limited scientific background to those with extensive scientific knowledge. Table B-1 in Appendix B lists the types of audiences mentioned. Those who testified were self-selected to some degree and, therefore, the frequency with which a group was mentioned does not reflect in any way the actual extent of nutrition education in the state. Some of those who testified participated in the nutrition education of more than one age group and were therefore included under more than one category.

People testifying included: health providers; teachers at elementary and secondary schools; academicians at colleges throughout the state; cooperative extension personnel at varied levels; representatives of various government funded programs and organizations; people involved in food service activities; industry representatives; directors of elderly nutrition sites; students at different educational levels; nutrition peer educators; and interested individuals. Table B-2 in Appendix B lists the number of individuals in each of these categories.

HOW MANY PEOPLE ARE REACHED BY YOUR NUTRITION EDUCATION PROGRAM?

"McCleery School is a K-6 elementary school located in Kane County. We have approximately 500 children and 20 staff members." (Lathrop-DeKalb)

"My primary audience is made up of sophomores in a co-educational type of setting. Each year I am responsible for 300 students and one of my associates for another 300 students." (Brosseau-DeKalb)

"Our primary audiences are homemakers and organized extension groups with a membership of approximately 525.... We also have about 750 4-H members." (Skabo-DeKalb)

"The F.O.O.D. (Feeding Our Older DeKalb) program reaches approximately 4,000 with nutrition education through monthly newsletters and 600 through verbal nutrition education communication at the meal sites." (Scherer-DeKalb)

"We have six areas of food concentration in our Home Economics Department, close to 250 students enrolled, and the total school population is over 2,500." (Davis-DeKalb)

Children served by the Northern Illinois Nutrition Education Project (NINEP): FY80 - 2,683; FY81 - 47,500; FY82 - 6,065. The difference in FY82 versus FY81 is due to a new count procedure where only children documented as being directly served were counted rather than those with access to NINEP educational materials and services. Teachers served in FY82 was 1,188; food service personnel served in FY82 was 514. (NINEP Report-DeKalb)

Testimony did not produce a specific number for people reached by various witnesses due to the fact that some of the audiences were required to come because they participated in a governmental program and others came on a volunteer basis.

RECOMMENDATION

There is one significant group, whose numbers are a matter of record, which should be mentioned at this point. These are the students attending the Public School System in the State of Illinois. Figure I on the following page, from an Illinois State Board of Education report, shows the number of students attending by counties. The total school population for 1982 was 1,880,289. Notably, Lake, Cook, DuPage, and Will Counties had 1,032,246 students or a little better than half the population. The City of Chicago had 435,843 or almost one quarter of the school population. A further breakdown into the number of students in each grade from Pre-K through Grade 12 is shown in Table 1 following Figure I.

The primary purpose of education is to teach the school-age population everything that is needed to make them fully rounded citizens. Knowledge of nutrition should be an integral part of this education and should be implemented at this stage. The end result of such an action would make the total population aware of basic nutrition and capable of being updated at any time. This concept should not in any way replace present forms of disseminating nutrition information. This would in fact enforce the efforts of such groups as the Nutrition Education and Training (NET) program and further justify their activities. This is also why the Council supports the Critical Health Problems and Comprehensive Health Education Act because this is the only area which mandates some nutrition in the schools. See House Resolution 1337 in Appendix C.

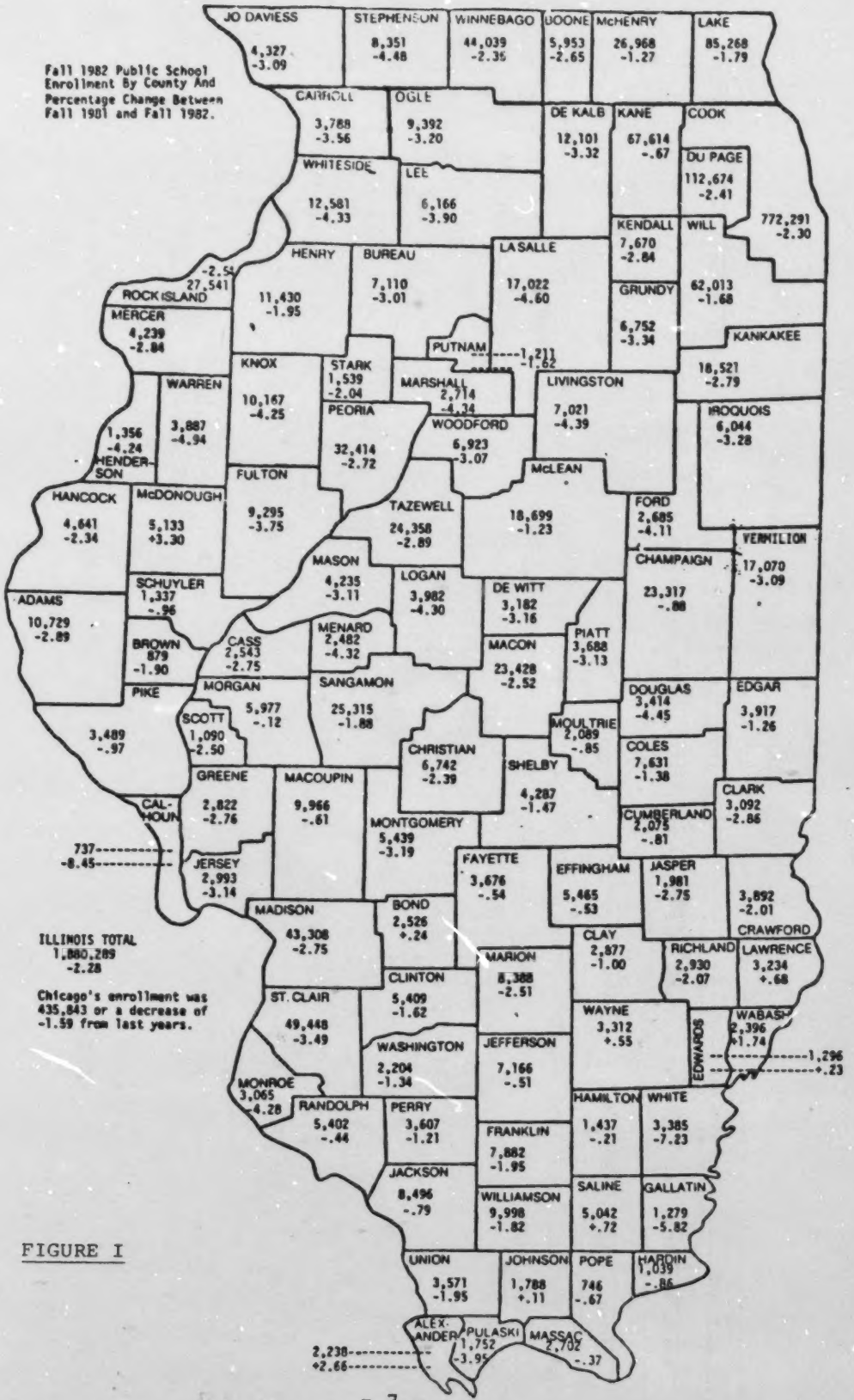
Fall 1982 Public School Enrollment By County And Percentage Change Between Fall 1981 and Fall 1982.
JO DAVIESS 4,327 -3.09
STEPHENSON 8,351 -4.48
WINNEBAGO 44,039 -2.35
BOONE 5,953 -2.65
McHENRY 26,968 -1.27
LAKE 85,268 -1.79
CARROLL 3,788 -3.56
OGLE 9,392 -3.20
DE KALB 12,101 -3.32
KANE 67,614 -.67
COOK 772,291 -2.30
DU PAGE 112,674 -2.41
WHITESIDE 12,581 -4.33
LEE 6,166 -3.90
KENDALL 7,670 -2.84
WILL 62,013 -1.68
HENRY 11,430 -1.95
BUREAU 7,110 -3.01
LASALLE 17,022 -4.60
GRUNDY 6,752 -3.34
-2.5 27,541 ROCK ISLAND
MERCER 4,239 -2.84
PUTNAM 1,211 -1.62
KANKAKEE 18,521 -2.79
KNOX 10,167 -4.25
STARK 1,539 -2.04
MARSHALL 2,714 -4.34
LIVINGSTON 7,021 -4.39
WARREN 3,887 -4.94
PEORIA 32,414 -2.72
WOODFORD 6,923 -3.07
IROQUOIS 6,044 -3.28
1,356 -4.24 HENDERSON
FULTON 9,295 -3.75
McLEAN 18,699 -1.23
HANCOCK 4,641 -2.34
McDONOUGH 5,133 +3.30
TAZEWELL 24,358 -2.89
FORD 2,685 -4.11
VERMILION 17,070 -3.09
MASON 4,235 -3.11
CHAMPAIGN 23,317 -.88
SCHUYLER 1,337 -.96
LOGAN 3,982 -4.30
DE WITT 3,182 -3.16
ADAMS 10,729 -2.89
MENARD 2,482 -4.32
PIATT 3,688 -3.13
BROWN 879 -1.90
CASS 2,543 -2.75
MACON 23,428 -2.52
DOUGLAS 3,414 -4.45
EDGAR 3,917 -1.26
PIKE 3,489 -.97
MORGAN 5,977 -.12
SANGAMON 25,315 -1.88
SCOTT 1,090 -2.50
MOULTRIE 2,089 -.85
COLES 7,631 -1.38
CHRISTIAN 6,742 -2.39
SHELBY 4,287 -1.47
CLARK 3,092 -2.86
GREENE 2,822 -2.76
MACOUPIN 9,966 -.61
CUMBERLAND 2,075 -.81
CAL-HOUN
MONTGOMERY 5,439 -3.19
737
-8.45
JERSEY 2,993 -3.14
FAYETTE 3,676 -.54
EFFINGHAM 5,465 -.53
JASPER 1,981 -2.75
3,892 -2.01 CRAWFORD
MADISON 43,308 -2.75
BOND 2,526 +.24
CLAY 2,877 -1.00
RICHLAND 2,930 -2.07
LAWRENCE 3,234 +.68
ILLINOIS TOTAL 1,880,289 -2.28
MARION 8,388 -2.51
CLINTON 5,409 -1.62
ST. CLAIR 49,448 -3.49
WAYNE 3,312 +.55
WABASH 2,396 +1.74
EDWARDS
1,296
+.23
Chicago's enrollment was 435,843 or a decrease of -1.59 from last years.
WASHINGTON 2,204 -1.34
JEFFERSON 7,166 -.51
MONROE 3,065 -4.28
RANDOLPH 5,402 -.44
PERRY 3,607 -1.21
HAMILTON 1,437 -.21
WHITE 3,385 -7.23
FRANKLIN 7,882 -1.95
JACKSON 8,496 -.79
WILLIAMSON 9,998 -1.82
SALINE 5,042 +.72
GALLATIN 1,279 -5.82
UNION 3,571 -1.95
JOHNSON 1,788 +.11
POPE 746 -.67
HARDIN 1,039 -.86
ALEX-ANDER
PULASKI 1,752 -3.95
MASSAC 2,702 -.37
2,238
+2.66

FIGURE I

TABLE 1 PUBLIC DISTRICT FALL ENROLLMENT FALL 1982

COUNTY DIST TYPE	PRE-K	PRE-K BIL.	PRE-K SP ED	KINDER	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	ELEM SP ED	ELEM UN GR	ELEM TOTAL
TOT ELEM STATE	802	185	2,585	45,860	43,503	42,464	42,130	42,251	44,546	49,504	52,886	50,594	15,401	3,316	436,027
TOT SCND STATE			89										673		762
TOT UNIT STATE	10,786	539	4,697	89,004	93,605	84,767	83,698	85,363	87,441	91,943	91,953	86,978	30,279	9,016	850,069
TOT BOYS STATE	5,739	364	4,757	69,355	70,722	65,086	63,980	64,907	67,123	71,324	73,449	69,098	30,745	7,129	663,780
TOT GIRLS STATE	5,849	360	2,614	65,509	66,386	62,145	61,848	62,707	64,864	70,121	71,390	68,474	15,608	5,203	623,078
TOTAL STATE	11,588	724	7,371	134,864	137,108	127,231	125,828	127,614	131,987	141,447	144,839	137,572	46,353	12,332	1,286,858

COUNTY DIST TYPE	GRADE 9	GRADE10	GRADE11	GRADE12	SECON SP-ED	SECON UN-GR	POST GRAD	SECON TOTAL	TOTAL ENROLLMENT	TUITION IN	TUITION OUT	EL	ATTENDANCE CENTERS JH	HI	OTHER	TOTAL
TOT ELEM STATE					390			390	436417	5,211	6,788	1,021	212		21	1,254
TOT SCND STATE	52761	54114	54824	55191	10656	217	53	227816	228578	1,939	2,930			185	16	201
TOT UNIT STATE	94024	90413	80800	74737	18330	2455	4466	365225	1215294	7,600	7,072	1,785	376	550	177	2,888
TOT BOYS STATE	74188	72739	68197	65519	18774	2228	4080	305725	969505							
TOT GIRLS STATE	72597	71788	67427	64409	10602	444	439	287706	910784							
TOTAL FOR STATE	146785	144527	135624	129928	29376	2672	4519	593431	1880289	14,750	16,790	2,806	588	735	214	4,343

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QUESTION 2

WHAT DO YOU CONSIDER THE BIGGEST NUTRITION PROBLEM FACING YOUR PRIMARY AUDIENCE?

The responses fell into the following categories: misinformation, negative influence, economics, life style, and teacher capabilities.

a. Misinformation. Repeatedly, those testifying stated that individuals are overwhelmed with the vast amount of nutrition information available and are not able to evaluate nutrition claims and products. Messages reaching the public range from accurate and helpful to misleading and dangerous. "I think today we have a multitude of so-called health experts that flood the mass media. They claim that they have a vast knowledge as to what it takes to be nutritionally sound as well as any other health area. But because they see maybe ultimately the dollar as the main focus of getting into the business, they jump on the band wagon." (Frankie-Charleston)

The public is looking for a quick cure, and they are unable to make decisions regarding nutrition because they do not understand nutrition basics.

Children are particularly susceptible, being bombarded with messages about food by commercials on TV. Children lack interest in fruits and vegetables, eating snacks and sweets in their lunches and throwing away sandwiches, fruits and vegetables.

Cultural, social, and psychological forces are very important in determining the adolescent's food-related behavior, which in turn affects their overall health status. Students fail to relate pertinent information on nutrition to their own lives. This observation was also stated by individuals testifying at the Council's hearings on Nutrition and Teenage Pregnancy (Report on Nutrition and Teenage Pregnancy Hearings, January, 1982). The thin image for adolescents and young adults has been sold by advertising and furthered by peer pressure.

There is a tremendous amount of misinformation floating around the locker room about the use of special diets and protein or vitamin supplements. Athletes, such as weight lifters and wrestlers who are trying to build muscle mass and become stronger, seem more prone to this nutrition misinformation. In general, the population does not understand the relationship between diet and exercise.

Apathy and lack of incentive to change their eating habits are problems with the elderly. The elderly frequently believe that the meal at the feeding site has all the nutrients they need for the day. Some, therefore, do not eat very much the rest of the day.

"A lot of people don't know where to find information about good nutrition." (Ackerman-Urbana) As evidenced by the testimony, some individuals and/or teachers are giving out misinformation themselves.

b. Negative Influences. "Media pressure advertising low quality food items during the formative years has really left a distinct impact." (Davis-DeKalb) "Nutritionally speaking, there are some negative aspects of our school's atmosphere. Snack machines in the halls which offer only candy bars, potato chips, and other chips such as corn curls make the silent statement to teenagers that these are acceptable snacks." (McFarland-Charleston) Although this is the quotation of a single individual, several other people made similar comments about the availability of these foods in their schools. Further, some stated that snacks were available during lunch in violation of the regulation requiring that they not be sold until after lunch. "The biggest nutrition problem facing our audience is overcoming peer and media pressure to make intelligent choices regarding the selection of nutritious foods." (Block-DeKalb)

Occasionally, teaching styles are a negative influence on interest in nutrition. Some people are hung up on the Basic Four and cooking, cooking, cooking to the point of boredom according to some respondents.

"We have candy sales starting the first day at 8:00 in the morning and ... they're still selling it while they're in line for their cap and gowns." (Benner-DeKalb) In contrast, "a home economics club sponsoring a nutritional snack sale" can also work. (Davis-DeKalb) "I find that one of their biggest needs is nutritional education as it relates to nutrition on a low-budget working schedule. The questions that invariably come up are: How do I have proper nutrition? How do I feed my kids well when they go off to school? I work. I have to leave at seven in the morning, and we have a one-person budget now. We used to have two." (Cohen-DeKalb)

c. Economics. "... a widespread problem was that of poor food choices related to poor use of available food money." (Funkhouser-Urbana) Many people do not know how to buy food economically or to plan meals or to properly prepare food. Many people are not able to get to the store with the lowest prices for food. Older people also need help in buying economically for one or two persons and simple recipes that could be prepared easily.

With limited income, families must learn to cut costs in every area, including food purchases. Consumers may not be able to afford the foods their families prefer. They need to substitute less expensive food items and still get the nutrients needed. They need to know how to get the most nutrition out of their dollar.

d. Life Style. 'Grab it and eat on the run' style is contributing to the poor nutritional intake of many individuals. "With wise food choices, a student could get a balanced lunch at a fast food restaurant, but vitamin A tends to be a problem and if soda is chosen over milk ... and if the sandwich selection does not include cheese, then calcium and riboflavin consumption may well be too low." (Funkhouser-Urbana) Patients are concerned with immediate rather than long-term repercussions of not following their diets. "... families living a suburban commuter life style tend to eat 'quickie' meals with low nutritional quality ... most diet ... by skipping meals." (Davis-DeKalb) "Time and activities of family members are making the sit-down family meal a rarity. We need to assist ... in the selection of foods which will satisfy their nutritional needs and life styles." (Bergeman-Macomb) People need to know how to prepare balanced meals and increase skills in food shopping, storage, preparation, and preservation.

e. Teacher Capabilities. The biggest problems are: "Insufficient knowledge of nutrition to adequately teach children sound nutrition principles. Insufficient time and financial and material resources to prepare and present a well-articulated nutrition education program in the schools. Lack of a cooperative effort among agencies presenting nutrition, and also lack of communication and planning among individuals within each school unit who are teaching nutrition." (NINEP Report-DeKalb) As mentioned in the section on misinformation, some teachers are teaching misinformation because of their own lack of knowledge and/or prejudices.

"Most teachers tell me their biggest problem is time." (Funkhouser-Urbana) "One of the great problems that we have in teaching is to make it interesting to the students so that the students can ... apply it to their daily lives." (Hill-DeKalb) According to the General Accounting Office (GAO) report to the Secretary of Agriculture ("What Can Be Done To Improve Nutrition Education Efforts In The Schools" - GAO/CED-82-65, May 25, 1982), many teachers are not prepared to teach nutrition upon entering the teaching profession. These teachers must rely on sporadic inservice training, the scope and quality of which is unknown. Illinois was one of the four states surveyed to develop the GAO report.

RECOMMENDATION

"Nutrition education must be a continuing process through the life cycle as new research brings additional knowledge." (Dow-Charleston) "Learning nutrition is not a short-term project; it is a life-long education experience." (Bergeman-Macomb) "Nutrition education that helps students to use more critical thought in the selection of dietaries for self and families is vital to the health of families and the nation." (Hill-DeKalb) Nutrition education at all levels should be relevant to the lives of the learners.

Special areas of nutrition education that the Council should consider include: (1) Dissemination of sound information on nutrition; (2) Develop ways to change negative influences into positive influences; and (3) Provide or encourage development of materials on how to be well-nourished on a low income budget and/or with current life styles. The problem of time and teacher capabilities will be discussed further under Question 10, Who do you believe should be responsible for nutrition education?

QUESTION 3

DO THE PEOPLE INVOLVED IN YOUR NUTRITION EDUCATION PROGRAM PERCEIVE NUTRITION AS IMPORTANT TO THEM?

"Proper education in elementary and secondary schools should provide most individuals with the basic skill needed to function throughout life. Likewise, proper nutrition education should enable each individual to make wise food decisions throughout life. During times of high inflation, wise food decisions are especially important because they help consumers get the most out of their food budgets. Such decisions also could help reduce the incidence of nutrition related diseases such as diabetes and heart disease and reduce the billions of dollars worth of wasted food annually." (GAO/CED-82-65)

Young children are taught nutrition because adults responsible for their care recognize the importance of nutrition education to provide the background described above. Other individuals recognize the importance of nutrition and seek out nutrition courses or lectures in order to learn more about nutrition. Because of the structure of our educational system and perhaps because some level of education is required before certain choices can be made, the earliest that individuals made some active attempt to seek out information was during junior high school. The desire for information on nutrition was based on need to know about a specific aspect of nutrition; for example, the role of nutrition in athletic performance or after stimulation of interest by a "talented teacher." Students frequently go on to learn that nutrition is handy in everyday living and will be important in the future either by providing job skills and experience or to decrease the risk of development of certain diseases.

Adults who participate in programs such as the Cooperative Extension Programs do so on a voluntary basis and are therefore people who have some interest in nutrition and believe it is important. "The seniors (citizens) in the F.O.O.D. (Feeding Our Older DeKalb) program definitely perceive nutrition as important to them. They realize the relationship between good nutrition and improved health. A large percentage of the seniors want to practice good nutrition in order to improve the quality of life for the remaining years of their lives." (Scherer-DeKalb) The appeal of nutrition for the senior citizen diminishes rapidly if there is any impediment to the educational experience, i.e., it is not offered right at the nutrition site and therefore the priority is not the highest. (Ciosek-DeKalb)

Women of the middle and upper socio-economic groups are usually pretty well informed about good basic nutrition and about the physiological changes associated with pregnancy. Their primary concerns are interpreting information they receive from various sources and gaining knowledge on the application of nutrition during pregnancy. Women from the lower socio-economic groups are more concerned about low cost cooking and easy ways to get adequate intake. (Astrom-DeKalb)

On the other hand, nutrition must be "sold" to many individuals. "Most individuals I work with don't stop to think whether nutrition is important to them or not." (Lindsey-Charleston) "We must encourage people to realize the importance of nutrition. Too often people do not perceive nutrition as important until they are faced with illness or pregnancy. We should promote it (nutrition) as a means of preventative health throughout the life cycle by education." (Bettenhausen-Belleville) "Pregnant and lactating women seem to perceive nutrition as more important to them than most of the mothers of (older) children unless their child has special needs." (Heuerman-Charleston)

"Fremd (High School) students perceive nutritional education as an 'iffy item.' They realize the necessity of good nutrition, but they feel at their age that they have a long time before they're going to have any ill effects of their poor diet. They simply don't care about it." (Davis-DeKalb) "Perception of nutrition and its importance is very individualized in the older population and may be determined by their educational level, cultural level, ethnic background, and previous eating habits." (Messer-Charleston)

RECOMMENDATION

Poor dietary habits cost this nation about $30 billion in health care each year. (G. M. Briggs, Testimony before the U.S. Select Committee on Nutrition and Human Needs, 1972)

Using the ripple effect, the Council should continue to demonstrate to the public the immediate and long-term effects of good nutrition. Specifically, the Council should work with other governmental and private groups as well as participate in the nutrition education of the public via newspaper columns, brochures, and public service announcements.

QUESTION 4

WHAT TRAINING DO YOU HAVE IN NUTRITION OR A NUTRITION RELATED FIELD?

Table 2 on the following page lists the educational background of witnesses. The majority of witnesses taught nutrition in schools, from kindergarten to graduate studies in nutrition. There were no witnesses whose primary responsibility was the nutrition education of health professionals, other than dietitians. Attendance at workshops will be included under discussion of responses to Question 6 regarding methods of updating nutrition knowledge.

TABLE 2

POST-HIGH SCHOOL EDUCATIONAL
BACKGROUND OF WITNESSES

Home Economics*	30
Dietetics*	17
Students	15
Health or Physical Education	6
Elementary Education/self-taught in nutrition	5
Not stated	4
None	4
No formally concentrated training	4
Nutrition**	2
Recipient of nutrition program	2
Nurse	2
Physiology/self-taught in nutrition	1
Doctorate/field not specified	1

*Includes some individuals with doctorate in nutrition

**Doctorate in nutrition; undergraduate degree not specified or not clear

QUESTION 5

WHAT TEACHING METHODS DO YOU USE? WHICH ARE MOST EFFECTIVE?

Teaching methods used by the people testifying ran the gamut including: lecture, lecture/discussion, lecture/demonstration, discovery learning, real-life learning experiences, textbook assignments, projects, games, filmstrips, movies, posters, newspapers, radio, and television. For all age groups and levels of sophistication, the most effective methods involved more active participation on the part of the learner. "Nutrition education must ... be understandable and applicable to be effective." (Corder-Charleston)

Young children need to be involved and doing something to learn. Hummel (Charleston) suggested projects such as creative dramatics, lots of cooking, puzzles, and mobiles. She had the children earn "taster's certificates" for tasting foods. Another project was "Stone Soup" which is based on the story of a man who gets everyone to contribute to the soup pot and thereby made enough food for all. Brengle (Charleston) also suggested activities such as making cheese and butter.

"We've tried to develop a program where we had children actively involved in nutrition education activities. One of the things that we feel is valuable for an elementary child in learning something is to teach another child, to be involved with another child in passing on that information. We'd pair off a room full of older children, maybe fifth or sixth grade, with a first or second grade room. They would make nutrition coloring books as part of their study of nutrition, and then give those to the younger children who would then color them and go through the material in the books. We had different rooms make nutrition murals to put up in our lunch room. And we changed them weekly and had a lot of fun." (Lathrop-DeKalb) "The sixth grade students study the caloric value of food and also discuss the pros and cons of 'fad' diets ... and the concept of the 'empty' calorie." (Deem-DeKalb)

For the multiple handicapped children, a curriculum based cookbook which integrates sensory input and socialization was developed. This cookbook was reviewed by the parents and teachers of the children. Cost of development of the book was underwritten by a small grant from TENCO/SIRSEA. The materials have been presented locally and at the Illinois Council on Exceptional Children. (Ellerbrake-Belleville)

For the senior high school students, the most effective methods were also hands-on activities such as meal preparation, participation and analyzing a log of food intake using the Basic Four guidelines. (M. Smith-Belleville) An individualized program for qualitative analysis of carbohydrate, protein, lipids and nucleic acids and simple experiments on enzymes related to the digestive process were also used for students. This lab-oriented group apparently converted their newly learned knowledge into action by doing a better job of improving their food choices at lunch time in contrast to the group which did not have the lab experience. (Ludwig-Belleville) Others "stress mostly how much better a person feels and looks if he or she eats right." (Ward-DeKalb)

For senior citizens, the topics need to be relevant to their situation. The time needed to process the information increases, therefore the information must be covered more slowly and reviewed more frequently. (Messer-Charleston) Getting the seniors involved is better than lecturing to them. Games which teach as well as provide a little fun are also helpful.

For university students, discovery learning and real-life learning experiences are the most effective methods. For example, have the student who is planning to become a day care director not only plan and discuss nutrition education strategies for young children but provide them the experience of conducting a nutrition education learning activity with preschoolers. (Liudahl-Macomb)

Group workshops and seminars seem to work best with educators. Programs must be geared to particular needs and people shown how the program related to them. Specific on-site training in individual schools in combination with incentive money to implement nutrition education activities has proven an extremely effective means of ensuring nutrition education programs are initiated. (Heinisch-DeKalb)

For the general public, "Those presentations which generate the most interest and discussion involve 'hands-on' activities where people have food labels, comparison cards, RDA charts, food containers, or other items in hand to use to put to use knowledge they may have just gained. Teaching games and activities increase interest and can show application of knowledge." (Funkhouser-Urbana)

"The key to success or failure (of an educational program) is the teacher. This critical factor, a positive teacher attitude, is also the most elusive of the components of a successful school program." (Guthrie, H., Food and Nutrition News, Vol. 54(1), September-October, 1982, National Live Stock and Meat Board)

The role of the teacher in infusing their students with the desire to learn about nutrition was apparent throughout the hearings. A "talented teacher" can be defined as one who seeks out nutrition resources and stimulates interest among staff and students. Individuals will not be cited here since there are other teachers equally "talented" who may not have been able to attend the hearings and present their materials, etc. However, if the Council implements the recommendations, there should be a mechanism by which the Council can make known exceptional programs and teachers.

WHAT TYPES OF MATERIALS DO YOU USE?

Materials used for teaching were developed by individual teachers or available from federal, state, or local agencies, from universities, from the National Dairy Council and its affiliates, and from food manufacturers and retailers. The National Dairy Council has nutrition education programs which have reached millions of elementary and secondary students. One of its programs is a curriculum for kindergarten through grade 6. For grades 7 through 10, the National Dairy Council has three programs which are organized around subject areas rather than grade levels. These subject areas are health, home economics, and social studies. The Dairy Council is working on a program for grades 11 and 12.

Some food manufacturers and retailers also support nutrition education in the schools. The materials they develop generally deal with basic food information, recipes, and labeling. Council on Nutrition materials were frequently used for adult groups. Table B-3 in Appendix B lists some materials mentioned more than once which were used by individuals providing testimony. Table B-4 in Appendix B lists materials developed by witnesses who testified. Despite the involvement of many parties in nutrition education, the involvement is not extensive enough to meet the need. Recent federal programs such as EFNEP (Expanded Food and Nutrition Education Program) and NET (Nutrition Education and Training) have each had nutrition components. Of the original seven NET centers in Illinois, six developed some nutrition education materials. At the present time, there are only three NET centers in the state. National Dairy Council materials were mentioned most frequently by those individuals teaching grades K-12.

RECOMMENDATION

Through its Nutrition Newsletter, the Council should take a leadership role in spotlighting "talented teachers" and describing materials available. The Council should cooperate with federal, state, and local organizations to develop guidelines to evaluate and disseminate information on nutrition education materials. The Council should also take a leadership role in

identifying need for additional materials and may either participate in the development and evaluation of these materials directly or work with governmental or private sector agencies in the development and evaluation of these materials.

QUESTION 6

WHAT CURRENT SOURCES OF NUTRITION INFORMATION ARE MOST USEFUL TO YOU IN UPDATING YOUR NUTRITION KNOWLEDGE?

Witnesses stated that they attend meetings, workshops, and conferences as one way to update and expand their knowledge of nutrition. While attendance at these functions is commendable, meetings are sporadic and the interested teacher/educator must have the time to attend, financial resources, and initial interest. The topics may not cover the full range of nutrition but only certain aspects currently in vogue. For the person with a fair to excellent background in nutrition, this method may be acceptable. For the person with a limited or no background in nutrition, this approach is not an effective way to teach nutrition basics unless the program is specifically designed to do this.

According to the GAO report on nutrition, the college-level preparation of teachers for preschool, elementary, and high school subjects seldom includes training in nutrition. In 1980, a U. S. Department of Agriculture funded study revealed that only 12 states required nutrition courses for home economics teachers, 5 states for health education teachers, and no states for elementary, science, or other teachers. (The Nutrition Education and Training Program: A Status Report, 1977-80, Vol. 1, Cambridge, Massachusetts) The GAO recommends "competency levels for nutrition education and providing inservice training for teachers needing help in achieving these competency levels."

A second method of updating nutrition knowledge is reading articles, newsletters, etc. Table 3 following this section lists the sources of nutrition information mentioned by witnesses. Listed with the generally accepted sources are sources which are generally considered to be less reputable. The witnesses who mentioned some of the less acceptable sources did not seem to understand the difference. These individuals appear to be as misinformed as those they are trying to teach.

Notably absent from the list are the newer professional nutrition journals and subscription newsletters. The newsletters mentioned are either provided by the companies as a public service or for a very nominal fee. This would reinforce the comments scattered throughout the testimony that teachers need inexpensive materials.

RECOMMENDATION

Conferences sponsored by the Council on Nutrition have been well received. The tacit recommendation is that the Council continue and expand these efforts in cooperation with other groups. The role of nutrition in the educational preparation of new teachers will be discussed in response to Question 10, "Who do you believe should be responsible for nutrition education?"

The Council should support the recommendation of the GAO to the Secretary of Agriculture regarding the development of in-service training for teachers needing help in achieving competency and work with other agencies and groups to provide teachers with the basic skills needed to teach nutrition.

Regarding written material, the Council should consider how its Nutrition Newsletter could be used most effectively as a method of updating the nutrition knowledge of teachers. The need for an article on how to evaluate nutrition sources is apparent from scanning the list in Table 3.

TABLE 3

SOURCES USED TO UPDATE NUTRITION INFORMATION

Professional Journals

American Journal of Clinical Nutrition
American Journal of Nursing
American Journal of Public Health
Food Processing
Food Technology
Health Education Journal
Journal of American Dietetic Association
Journal of American Medical Association
Journal of Clinical Dietetics
Journal of Food Science and Technology
Journal of Home Economics Association
Journal of Nutrition Education
Nutrition Reviews
Nutrition Today
Pediatric Nursing
Science
School Food Service Journal
Sports Nutrition

Newsletters/Periodicals

Aging
American Council on Science and Health Newsletter
CNI Weekly Report
Contemporary Nutrition (General Mills)
Dairy Council Digest (National Dairy Council)
Dietetic Currents (Ross Labs)
FDA Consumer
Food and Nutrition News (National Live Stock and Meat Board)
The Gerontologist
Harvard Medical School Health Letter
Kraft Newsletter
Nurses Newsletter
The Professional Nutritionist
What's New in Home Economics
WIC Newsletter

Table 3 (continued)

Popular Magazines

Better Homes and Gardens
Consumer Reports
Current Health
Discover
Forecast
Health
Nutrition Action
Parent's Magazine
Prevention

Others

Cooperative Extension Service
Food and Drug Administration
Illinois Department of Public Health
Illinois State Board of Education
Illinois State Council on Nutrition
March of Dimes
National Association of College and University Food Services
U.S. Department of Agriculture

QUESTION 7

WHAT INFORMATION WOULD BE USEFUL TO YOU TO IMPROVE YOUR NUTRITION EDUCATION EFFORTS?

The responses to this question varied according to the background of the witnesses and their audience. In general, the theme was more -- more availability of good, cheap, or free materials; more access to workshops, seminars, and meetings; more nutrition education at all levels.

Some responses were very specific:

"More information on bulk food buying, food additives, the effects of drugs during pregnancy.... Also, some concentration could be given in the area of Ethnic foods, which are used a lot to save money, such as pig tails, pig feet, neck bones." (Marshall-Belleville)

Others were very general:

"I think more nutrition educational materials are needed at all levels. I think nutrition education is needed from medical school to kindergarten." (Prentice-Macomb)

Many concentrated on their needs working with a particular age group:

"Information geared towards the teenager would probably be most useful to us in regards to the current research findings into the nutritional values of the foods that this age group seems to find so attractive. Information on fast food chains and junk foods, I think, would be of interest to the students and to us." (M. Smith-Belleville)

"Addition of more materials that are geared to our high school age level audience with emphasis on teenage health and eating habits. The material should relate to teenage activities and the actual foods that they consume. It was felt that the materials should be zippy, colorful, brief, and free from too much technical chemistry." (Osborn-Macomb)

"It would be very helpful and very useful for us to put this information together into one nutritional text for athletes." (Leverenz-Macomb)

"Lack of information and the problem of choosing foods which balance out fast food diets seem to be two big problems of teenagers." (Strack-DeKalb)

"Nutrition information must be presented in an interesting and challenging way and by well-informed people to turn me on. Youth, like myself, must be involved and able to participate in nutrition activities. We must learn how to evaluate the 'nutrition information' on the market today. We must learn how to balance what we eat with our exercise and our budgets." (Strack-DeKalb)

And finally others stressed the need to disseminate and coordinate efforts:

"The information I think which would be a great deal more useful would be if they would put more articles on good nutrition into your newspapers and into your local magazines." (Ackerman-Urbana)

"Workshops would help us to be more efficient. The farm industry groups need to unite with teachers, like yourselves. We need to start at the lowest level with children. Agriculture needs to be present in school." (Downin-Macomb)

"I believe in order to use the facts efficiently, a nutrition educator must talk with other nutrition educators to compare ideas, teaching techniques, and problems. I think information is very available but techniques and ideas and problems really have to be shared." (Brosseau-DeKalb)

Others concentrated on teaching the teachers:

"I would like to suggest the idea of a nutritional newsletter for people in the educational field on what areas of nutrition are currently being researched." (Davis-DeKalb)

"It is essential that teachers and coordinators or directors have easy access to a central agency to provide in-service programs to keep teachers updated on nutrition information and to provide resources for instruction. Without them, the vitality of the best curricula would fade." (Deem-DeKalb)

"On this campus I have a good working relationship with some of the people in the nutrition and home economics departments. I would like to see that relationship expand so that I can tap their basic expertise and allow them to help me apply it in the arena in which I work." (Cohen-Macomb)

"Coordination efforts are weak at all levels between USDA and Education, within USDA's Nutrition Education and Training program and private sector groups such as the dairy councils. Coordinating school related nutrition education efforts is

important to (1) prevent unnecessary duplication of effort, (2) maximize the use of scarce resources, and (3) identify and share results of nutrition education efforts with others. This coordination should include identifying and sharing with interested state and local education agencies the extent and results of successful nutrition education and developing a unified strategy to reach as many students as possible." (GAO Report)

RECOMMENDATION

The Illinois State Council on Nutrition could coordinate nutrition education within the State of Illinois. The Council could act as a liaison between various groups involved in nutrition education to achieve the goals of the GAO report regarding unnecessary duplication, efficient use of resources, and identification and sharing of information on nutrition education efforts. One mechanism for this effort can be the Council's Nutrition Newsletter. Those individuals who have developed nutrition materials that they would like to share with others could write a column of specified length and send it to the Council office for incorporation into the Newsletter. Through its membership and contacts, the Council could publicize available materials to prevent duplication of effort.

In 1980, a booklet, "Nutrition Services in Illinois: Feeding Programs and Nutrition Education," was developed by the Council. The booklet listed feeding and nutrition programs in the state, where information could be found about these programs, and the state agencies and organizations that had nutrition programs and materials for educational purposes. By the end of 1981, the supply of the sourcebook had been depleted. Since much of the information needed updating, plans were made to update and revise the sourcebook before reprinting.

Appendices D, E, F, and G contain information on the nutrition services provided by Northern Illinois Nutrition Education Project (NINEP), United States Department of Agriculture (USDA), Department of Health and Human Services (HHS), and the Illinois State Council on Nutrition (ISCON).

QUESTION 8

WHAT NEW DIRECTIONS DO YOU THINK
ARE NEEDED IN NUTRITION EDUCATION?

"To determine the direction we need to take with regard to nutrition education, we must consider our target audience, topics of prime importance, and the best medium to promote our message. We need to be aware of who is influencing people's decisions and thus possibly their food choices. I believe these influential people include doctors, coaches, and parents. We should focus our material and services for them. We need to address key topics consumers want to know more about: weight loss, athletic nutrition, diet and disease, and judging the credibility of resources. The medium we select to disseminate this information is also important." (Bettenhausen-Belleville)

"(Nutrition) professionals are giving a very small amount of the nutrition education that is occurring. Those of us that are trained in this area should begin to identify people that are doing the nutrition education and give them all the help that we can through workshops, through short courses, ... through newsletters, through entering into other professional publications. In other words, don't do all of our nutrition education through nutritionists. Fitness programs or centers or spas are all giving nutrition education." (Dierks-Urbana)

Some of the "new" directions were actually ideas that have been around for a while and perhaps need to be restated for emphasis. Other "new" directions are new. All of the comments reflected a great deal of thought. Several new directions regarding the proliferation of misinformation were suggested.

"There is no clear definition of what is a nutritionist. Many are self-proclaimed nutritionists. Many have many misconceptions.... I think we need to combat nutrition misinformation by publicizing where sound nutrition information can be found. We have got to emphasize that it (nutrition) is a science and get it out of the kitchen. We should at least once or twice a year visit with state department representatives to share our ideas and concerns about human health in the State of Illinois." (Milner-Urbana)

"A way to deal with the proliferation of material out there at bookstores is perhaps working more closely through our public libraries in promoting, evaluating the books and literature and journals, magazines, that they do have, doing some promotion of the good ones. In that way, just by disregarding the less than good ones, we would be making a statement." (Dierks-Urbana)

"Offering a short course for all the people that are teaching in these diet centers and the health spas and so forth has great potential." (Funkhouser-Urbana)

"Researchers in the medical and applied health fields need to be encouraged to publish valid information in widely read periodicals such as Prevention Magazine, Family Circle, Readers Digest, etc. Researchers are reluctant to submit articles to such magazines since they are not considered prestigious or quality professional journals, and yet the American public relies on these magazines for their information. The only way to combat the misinformation in the media is to ensure valid and reliable information is available to the public through the media with which they have most contact." (NINEP Report-DeKalb)

Several suggestions were made regarding how sound nutrition information might be disseminated.

"At a time when the television is shown to have a major impact on the actions and beliefs of the public, these agencies (such as ISCON, the Heart Association, Dairy Council, etc.) need to make a coordinated effort to reach the public through this medium. Planning conferences among representatives of such agencies are needed to define specific informational needs for various age groups and target populations, determine appropriate format(s) for relaying the information, and identify potential resources for accomplishing the tasks." (NINEP Report-DeKalb)

"I feel that nutrition education can be improved if it's expanded more through TV, radio, and newspaper coverage." (Hardimon-Belleville)

Several witnesses suggested computer programs and games to take advantage of the fact that use of computers is increasing rapidly both at home and in school. Paschedag (Belleville) specifically mentioned the availability of a computer program called "Eat Smart" which is being made available by the Pillsbury Company, evidently at a modest price.

"We would encourage ... more widespread, accurate public information on nutrition on a regular basis, such as weekly publications. Another area we feel could be expanded is the provision of accurate nutritional information at food purchasing sites." (Delaney-Macomb)

"I think as professionals and as organizations we need to promote, to get involved in those types of facilities (exercise and health) to make things available to provide nutrition education." (Brown-Charleston)

"We must not limit instruction to educators and schools, but rather include the entire spectrum -- include health professionals, include the gate-keeping media, and most importantly, include the consumer, who ultimately makes the food choice." (Seyller-DeKalb)

"One of the things we do is publish the Health Herald. This goes out monthly to our various community care clients. It deals specifically in nutrition and nutrition related areas. This month's dealt with bad diets and what to look for in a diet. And in addition to that, we put a healthy recipe on the bottom to give them something that they can make that will provide them with good nutrition without a lot of calories or salt or some of the other things that our older people have to worry about." (Johnson-Macomb)

"I think that nutrition education efforts could be improved primarily through pamphlets developed with the student or the general public in mind. A lot of articles that I get help me, but they don't help the general public because I have to read it and digest it and then redesign it (the information) into pamphlets before the students understand." (Prentice-Macomb)

The objectives of the FHA-HERO Peer Education 'Encounter Nutrition' project sponsored by ISCON are: "to provide today's youth with an understanding of food and its relationship to the body; to stimulate interest in eating a well-balanced diet; and to provide today's youth with accurate up-to-date nutrition information. I use skits, displays, songs, puppet shows, snacks, demonstrations, and new food recipes." (Schneider-Belleville)

Cooperation among groups for the benefit of all was stressed by some.

"Student leaders and home economics students will work together with the cafeteria to improve nutrition, quality, and choices of food served in the cafeteria." (Block-DeKalb)

"By working together, your guidance and our agriculture backgrounds, nutrition education can be successful. It would be fantastic for the Council on Nutrition to send out a newsletter updating farm industry groups. By combining all our efforts, the work load would become lighter and easier to handle." (Downin-Macomb)

"We (EFNEP) need to do more in public relations. Support from other agencies in the community, from churches, town officials and schools are useful. In order to place our paraprofessional, indication of the locations of our low income population in the county is really useful to us. We know that need is there." (Woodson-Belleville)

Most frequently, however, the answers centered on nutrition education of the general population in grade school, high school, and the university because of the change in the reasons for knowing about nutrition.

"Nutrition education has reached a historical turning point. Since colonial times, national food policies have emphasized the problem of getting enough calories to avoid hunger and to avoid deficiency diseases. Today, national dietary goals urge consuming less and recommend optional amounts of calories, fat, protein, carbohydrates, and some vitamins and minerals. The nutrition focus is now on quality and not quantity in our diets." (Liudahl-Macomb)

"Health care consumers must ... be prepared and educated from early childhood through later adult life to play an informed responsible role in their own health care." (Cohen-DeKalb)

"One of my strongest beliefs is that nutrition should be made a basic requirement for university level, secondary and elementary level. Nutrition is kind of played off very lightly and is as important as math, reading, and arithmetic because without proper nutrition man cannot survive. Many people think nutrition is just cooking ... and dull." (Clark-Taylor-Macomb)

"Nutrition education should begin early in life and continue throughout our lives so that people can be the best they can be. Good health is one of our most valuable possessions, and good nutrition is invaluable in helping us to keep this possession." (Scherer-DeKalb)

"We've tried to keep parents involved and informed about our nutrition activities. The snack books went home and the children explained those to their parents. I think a lot of communication went on from these children to their parents through that device." (Lathrop-DeKalb)

In contrast to the unanimous agreement that nutrition should be taught, there was disagreement as to whether nutrition should be integrated throughout the curriculum, taught as part of health education, or taught as a separate course. To increase the quality and quantity of nutrition education, Johnson (Urbana) suggested focusing "the attention of superintendents on nutrition as a vital part of the learning process and to spur them on to work with their teachers and principals to incorporate nutrition into their curricula."

Many teachers are not prepared to teach nutrition; hence, the recommendation: "At this time, in-service training of other teachers in our district would seem timely as well as give them the confidence to teach nutrition education, rather than treat it lightly." (Ludwig-Belleville)

According to the USDA funded NET study, 25 states reported the lack of teacher training opportunities as a problem in implementing nutrition education. (GAO Report) NINEP, ISCON, and the College of DuPage sponsored the 5th Annual State Conference on Nutrition Education in March, 1983. Although attendance was excellent, there is still a need for more such programs to meet the need. In the NET study mentioned above, the lack of teacher training persisted even though teacher workshops for nutrition education were available.

Finally, approaching the question from a different perspective, the Department of Public Health is "currently implementing the Nutrition Surveillance Project in conjunction with the Centers for Disease Control. This program is providing nutritional status information on the WIC pediatric population." (Jarka-Urbana) This project should provide information about the status of nutrition problems in selected populations which can then be emphasized in nutrition education at all levels.

RECOMMENDATION

All the recommendations suggest a role for the Council on Nutrition as coordinator or organizer, not as provider. The Council could write to publishers of popular magazines and professional journals outside of nutrition to ask what nutrition topics would be of greatest interest. The Council could contact its membership and possibly the National Nutrition Consortium to determine how best to recruit nutritionists to write popular articles on the topics suggested by the magazine editors.

The Council could work with other agencies, universities, and industry to develop computer based nutrition education materials, TV material, and short courses. The Council should continue to sponsor or cosponsor nutrition symposia for school nurses, elementary teachers, and high school teachers, particularly for health education and science teachers. To parallel the Council's effort with elementary school students with the poster contest, the Council could sponsor an essay contest for high school students on "The Science of Nutrition." The winner would be selected on the basis of accuracy of nutrition information as well as grammar.

QUESTION 9

DO YOU KNOW WHERE ELSE IN YOUR AREA NUTRITION IS BEING TAUGHT? IF SO, BY WHOM?

Respondents interpreted area as either geographic or educational; therefore, responses will be grouped in a similar fashion. Responses which refer to geographic area give some indication of the range of where nutrition is taught but missing are TV, radio, and books as well as physicians and women's clubs, to mention a few. One newspaper column is mentioned, but most newspapers provide more nutrition information than that. Further, advertisements for weight reduction products and/or centers and general advertisements frequently teach something about nutrition.

"Nutritional information is also included in the food supplement section of the newspapers, and I particularly think a little column that Jewel's Jane Armstrong has in the weekly section is very nice." (Davis-DeKalb)

"I believe more education than in the past is going on by clerks in 'nutrition stores,' by chiropractors, and at 'health food stores' which encourages megadoses of nutrients to cure many ills, aches or pains, or even major chronic diseases." (Funkhouser-Urbana)

"... fitness programs or centers or spas are all giving nutrition education. And some of it might have some questionable components to it." (Dierks-Urbana)

"Although more than 250 health professionals are employed by WIC, less than a third are nutritionists. Nutrition education is often provided by a registered nurse in those agencies where a nutritionist is not employed." (Jarka-Urbana)

"In my area, nutrition education classes are being taught ... at the hospital here in DeKalb and at some churches." (McMaster-DeKalb)

"In nursing homes, nutrition is being taught by dietitians, nurses, and food service supervisors. In government programs in the area, nutrition is being taught by dietitians, home economists, nurses, administrators, volunteers, food service employees, and homemaker aides." (Liudahl-Macomb)

Information on nutrition education in schools was more complete being easier to gather.

In order to provide internal information from which to operate and as a response to the general questioning, Edith Hedges of the Foods and Nutrition Department at Eastern Illinois University presented results of a survey made in May 1979 of teachers and programs of Community Unit School District 1 in Charleston to determine the extent and kind of nutrition education efforts carried out in the classrooms. This survey included six elementary schools, one junior high school, and one senior high school. Highlights show that in the elementary schools with 53 of 66 responding, 41.5% spent 6-10 hours teaching nutrition; 19% spent 11-15 hours; with 34% spending 5 hours or less. At the junior/senior high school level with 40 of 85 teachers responding, 75% taught no nutrition information in their classes. The remainder gave either occasional lessons or spent one to three weeks covering many nutrition topics. Those having the greatest input were home economics teachers, health education teachers, and athletic coaches. (Hedges-Charleston)

"A number of people in this area of the state are teaching nutrition. Nutrition in the school is primarily being taught by elementary teachers, health educators, physical education teachers, home economists, and biology teachers." (Liudahl-Macomb)

"I teach in the community school of under 500 people of which about 125 are in high school. In canvassing the elementary wing yesterday, I found that their textbooks included much nutritional matter, and materials were being used in a sequence from introduction of desirable habits to identification of valuable food nutrients and the endorsement of the Basic Four groups." (Patchett-Charleston)

"Nutrition is being taught in the junior and senior high schools. It is also being included as an integral part of child care and parenting courses." (Hill-DeKalb)

"When I talked to students and athletes on this campus (WIU), I became very critically aware that they have a great lack of knowledge about good diet/nutrition habits as it affects them. And I am very concerned that we impact on people before they hit junior high school." (Cohen-Macomb)

"Also there is a course in the Special Education Department entitled 'Introduction to Foods and Nutrition.' In the Science Department, of course, chemistry and biology would touch on nutrition as it relates to those areas." (Osborn-Macomb)

"We have a number of faculty -- five or six between men's and women's physical education -- who deal with physiology and teach some nutrition concepts." (Cohen-Macomb)

"But does the university have a class on weight control out of the nutrition department for university students? I am afraid so. It's taught by psychologists." (Hill/Dow-Charleston)

In elementary and high schools, nutrition is taught by fewer different groups. In high schools, home economics teachers, health education teachers, and coaches are mentioned most frequently. In universities, nutrition can be taught by a wider variety of people.

RECOMMENDATION

The Council on Nutrition should work with other agencies and groups to identify where nutrition is being taught. Further, the Council should work to ensure that those who teach nutrition are indeed knowledgeable.

QUESTION 10

WHO DO YOU BELIEVE SHOULD BE RESPONSIBLE FOR NUTRITION EDUCATION?

Fifty-six percent of the respondents from 862 households reported the most influential sources of information when making nutrition or health related diet changes were doctors, dentists, and nurses. (Economics and Statistics Service in National Food Review, Spring 1981) About one-third of respondents with more schooling and higher income levels cited mass media sources such as magazines, newspapers, and television as most impressive. About one-fifth also mentioned health and diet books as having an influence. Witnesses at the hearings and nutritionists in general have a different perspective which is broader and includes elementary school teachers, health education teachers, and physical education teachers among others.

Nutritionists well educated in the science of nutrition should be responsible for communicating reliable nutrition information based on available scientific data to nutrition educators. Both groups must communicate with the general public as well as have responsibility for ensuring that what is being taught by others is reliable and accurate.

"Nutrition education, I feel, is the responsibility of anyone involved in education. Anyone intending to educate others, either directly or indirectly, really should be well trained and have available resources and reliable resources." (Woodson-Belleville)

"We know that the responsibility of nutrition education belongs to everyone: the doctors who are probably in some cases less qualified, the nurses, child care services, and others. However, schools must lead in nutrition education if we are to make important gains. Nutrition education is most important if we are to have a healthy nation." (Paschedag-Belleville)

"Professionals in the field of nutrition education must continue to train others in how to use nutrition education strategies that are relevant to the way we live today, considering our life styles and all of the choices that we must make." (Liudahl-Macomb)

"I feel uncomfortable about a group of people getting together and trying to teach children nutrition with no one giving them guidance who has a nutrition background, because that's exactly how frauds and fads are promoted through the schools or through any kind of an organization. And, we have had some examples. I'm on the NET State Advisory Board and from time to time, we've had some examples of materials that were developed at the local level that didn't have good guidance to prevent them from promoting fraudulent ideas. And, I would very much like to see programs like NINEP be able to continue. I think that's a very great need that we have because they do such an excellent job of working with the individual teacher and developing programs."(King-DeKalb)

"Only persons with some background and training in the area of foods and nutrition should be responsible for educating key leaders within a community, such as teachers, nurses, etc. These individuals, in turn, can disseminate this information to the groups they work with -- students, clients, etc. I feel it is a matter of combating the misinformation given by individuals not qualified -- those who have taken it upon themselves to 'preach the gospel of food' simply because it helps them to sell a product such as 'health food' or 'miracle vitamins.' Often these same individuals are advocating 'far-out diets' deviating from the realm of normal nutrition." (Lindsey-Charleston)

"The concern for nutrition education should be upon all educators, administrators, staff, and legislators involved in any aspect of education." (Prentice-Macomb)

Understanding that no matter how well educated the teacher, if the family, community, administration, and legislature are not aware of its importance, nutrition will not be included in the curriculum.

"In order to do this, we have to have support of the school, the teachers, and the parents within the school. It may take some reeducating of the teachers and parents, as well, to get them to realize the important role good nutrition plays in the growth and development of their children." (Lindsey-Charleston)

"We just finished writing our philosophy for the evaluation that is coming up, and the philosophy of our district, as it concerns student goals, states that we develop the understanding and the practice of ideas of health and safety, and that we develop feelings of adequacy and self-worth plus the development of awareness of family responsibilities. So, it would seem necessary that nutrition be taught in our public schools. As

a major health component, it would be difficult not to include it in the Health Education curriculum which is a required course of study at this time by the state. The family, of course, I think needs to share responsibility with the school for such instruction." (M. Smith-Belleville)

Several witnesses stressed the importance of nutrition throughout the life cycle not just single exposure at random points. Some made specific suggestions regarding who should teach at various points in the life cycle.

"I feel that all students should be exposed to nutrition concepts throughout their school years and that nutrition or how to nourish the body properly is of equal importance as a part of the schools' total curriculum as such basic skills as of 'reading, writing, and arithmetic.' Studies have proven that if a child is not well-nourished, his learning ability can be impaired." (Lindsey-Charleston)

"We believe that effective and continuing nutrition education is essential throughout the life cycle and that such education should be provided by qualified nutrition professionals." (Dow-Charleston)

"We feel that the responsibility for nutrition education depends on the age level of the recipient. For pre-school through 12, we feel that the teacher of that group should be the main teacher, using a professional nutritionist as a resource person and/or guest speaker. These teachers should also be provided with a sequential curriculum based on developmental levels which would include nutritional information needed to accurately teach the curriculum. College-level instruction should be by a professional who has been trained in nutrition. We would like to see community education performed by someone trained in nutrition or, in some cases, by a well-trained paraprofessional." (Delaney-Macomb)

"Nutrition is being taught in our grade schools and high school. I feel that nutrition education should be basically taught in Health and Home Economics, but reemphasized in sports programs, Physical Education, Social Studies, and Life Sciences." (Ludwig-Belleville)

"It is the responsibility of professionals in the field of nutrition to work cooperatively with individuals who are nutrition educators or counselors with limited or no nutrition education in the provision of accurate and sound food and nutrition education to the respective populations. Sound, practical nutrition education programs should be developed for those persons with limited or no nutrition training and provided by specialists in the area of nutrition." (Liudahl-Macomb)

"An additional consideration is to require health educators to have a full-term course on nutrition in their undergraduate education program, since nutrition is mandated in health education. To teach a mandated unit, one must have more than a literal knowledge of the Basic Four. It is unfortunate that students are limited to one or two class periods of nutrition education in Health Education, a mandated course." (Madsen-Charleston)

"For the first time in many years, we are experiencing an increase in the percentage of individuals who go hungry. We are experiencing less participation in the school lunch programs. We see teachers finding less time to participate in nutrition workshops, while the interest in such matters as nutrition and athletics, diet, environmental matters continues to grow. With this increasing interest in nutrition, we are concerned that the general public is seeking information from non-credible sources. All of us are responsible for nutrition education. What we at the Milk Foundation hope we have illustrated today is that we must not limit instruction to educators and schools, but rather include the entire spectrum -- include health professionals, include the gate-keeping media, and most importantly, include the consumer who ultimately makes the food choice." (Seyller-DeKalb)

"I feel health education has the opportunity since it is a required course within the State of Illinois to teach nutrition within the health curriculum. The majority of the home economics courses are not required; therefore, you don't reach the majority of the students. And I feel it lies with who reaches the majority of the students. Health educators as a general rule have maybe one or two courses in nutrition. It's a very weak background. The biggest recommendation I have dealing with health educators is they need more background." (Frankie-Charleston)

Only nutritionists have the expertise to determine the content of the message, provide answers to questions, and identify and counter misinformation. Therefore, nutritionists have the responsibility to teach nutrition just as English teachers have the responsibility to teach English. However, for large groups such as elementary school children, depth of knowledge is not required. Nutritionists need to work with communicators, educators, and health professionals to assure that nutrition information gets to the public in an appropriate and consistent fashion.

For the long term, school children are the primary target audience. Whether nutrition education is part of the school curriculum is dependent on administrative support, availability of an accepted curriculum, an informed teacher with a positive attitude, and the parents. Health professionals, teachers, and the general public also need to be reached. The whole effort requires coordination.

"I feel the Council (on Nutrition) has played a variety of roles in the past, and I would hope they would continue -- the role of information, the role of direction. I think these hearings are a tremendous support to have the backing that we need to make our own priorities throughout the area of nutrition. I think the Council is a good way to organize the efforts that are being made so that we don't have five different organizations going into a school, so that we can combine the efforts, the information. I see a definite relationship in working together cooperatively on this project because we all have the same objectives, the same goals, the same purpose, the same need to fulfill in helping children make wise food choices." (Bettenhausen-Belleville)

RECOMMENDATION

The Council on Nutrition should assume responsibility for nutrition education at all levels, recognizing that it cannot do any education directly but must inform and coordinate.

The Council should seek to introduce legislation which will make nutrition education a prerequisite for certification of new elementary school teachers and selected groups of high school teachers such as health educators.

The Council, working with appropriate other groups, should provide in-service training for teachers who need help to achieve competency levels for nutrition education suggested by the GAO Report.

The Council should continue to support the present FHA-HERO Nutrition Peer Educators and perhaps expand the concept.

The Council should study how and by whom nutrition is taught to health professionals and make recommendations for improvement.

GAPS IN THE INFORMATION BASE

The five hearings have produced a wealth of information and recommendations; however, there are certain areas about which there is little data. These hearings were not intended to produce a statistically accurate assessment of the nutrition education in elementary and high schools. This possibility should be considered by the Council. Assessing and monitoring nutrition knowledge would be possible by incorporating questions on nutrition into competency examinations. From the hearings, there was sufficient data to determine that nutrition education needs to be strengthened.

These hearings did not clarify the extent to which nutrition is taught to most health professionals, nor did they determine who is teaching them. One of the early projects (1977-78) of the Council was a study done to identify the following information:

Existing programs and courses in nutrition and related areas offered in junior colleges, colleges, and universities in Illinois.

Qualifications/degree requirements of faculty teaching the above programs.

Nutrition courses offered or required in medical, dental, and nursing education programs.

Courses offered or required in teacher education programs, and state requirements for teacher certification.

The Council should consider updating this study and adding a section which would evaluate the continuing education of practicing health professionals.

These hearings also did not clarify the extent to which nutrition misinformation is promoted in Illinois. Although some testimony was obtained, it barely scratched the surface. The Council on Nutrition should continue to determine by whom and where misinformation is taught.

DISCUSSION

In the first decade of this century, undernutrition, pellagra (Niacin deficiency), rickets (vitamin D deficiency), and other less prevalent deficiencies were the focus of public health interest in nutrition. When severe deficiency diseases disappeared, interest in nutrition waned. However, in the past two decades, as the role of nutrition as a risk factor in diseases such as cancer, diabetes, and heart disease has become better defined, nutrition, nutrition knowledge, and the need for individuals well educated in nutrition have once again become public health issues of general interest.

Public reaction is manifested by insatiable interest in books and other sources of information, and this interest has been communicated to federal and state agencies. The public is attempting to understand the complexities of nutrition and make decisions based on this to promote their own health. Nutrition scientists, nutrition educators, dietitians, and health educators must deliver a clear evaluation of alternatives based on the scientific data available at the present time and guide the public to make the best personal choice and behavior.

Nutrition scientists and nutrition educators cannot go it alone; their numbers are not sufficient. The work of the Council on Nutrition, the Illinois Department of Public Health, NET, the Chicago Nutrition Association, etc., as well as the efforts of individual nutritionists and dietitians have achieved much, but there is still more which needs to be done.

Who can help disseminate nutrition information? Within the formal education system, elementary school teachers, health educators, home economics teachers, physical education teachers, and science teachers are among those who can teach aspects of nutrition. Within the university system, nutrition should be taught by nutritionists with either a masters or doctoral degree in nutrition.

No matter what the program, teacher attitude is critical. Attitude as well as knowledge determines what a person learns. Textbooks used should promote positive nutrition. People decry the negative influence of TV but do not notice the counter-nutrition messages in some texts. (Guthrie, H., Nutrition Education Challenges and Partnerships, Food and Nutrition News, Vol. 54, No. 1, Sept.-Oct. 1982)

The other component of an educational program is the knowledge of the teachers. Nutrition courses should become part of the formal preparation of educators and health professionals who teach some aspect of nutrition. Continuing education is also necessary to keep pace for those with some background and to provide courses for those currently teaching.

For the general public, peer educators, cable TV, radio, computers, newspapers, and popular magazines all can and should be used to teach nutrition. Although the Council has promoted high school peer educators, there are still people who are not aware of them.

"Peer Educators ... I didn't know they existed. I'm very happy to find out because I will use them. There are a lot of community agencies that I keep finding out about, and the more I investigate, the more I realize it. I think one reason why we started the program is to let people know what our community has to offer them." (Cohen-DeKalb)

Based either directly or indirectly on the testimony of witnesses, the following general recommendations were developed.

The Council on Nutrition should assume responsibility for assessing, evaluating, coordinating, and improving nutrition education within the State of Illinois. To achieve the goal of a knowledgeable population capable of making judicious food choices to maintain optimal health and nutritional status, the Council should begin some efforts at all levels.

School-age children are an easily accessible and impressionable group, but they need to be taught by talented teachers who have the knowledge base and a proper attitude. Therefore, the Council should work to provide teachers with the strong knowledge base by working to have nutrition a prerequisite for certification of new elementary school teachers and selected groups of high school teachers such as health educators. Together with the Nutrition Education and Training (NET) program, the Illinois Department of Public Health (IDPH), the Dairy Council, and others, the Council should develop in-service training programs for teachers now in the system. In addition, the Council should use the Newsletter, support peer educators, and develop materials for teachers supplementing what is currently available.

As part of the effort to provide nutrition education for the general public, the Council should work to have nutrition as part of a science requirement for all university students and for health profession students. The Council should coordinate efforts of other groups interested in the education of the public to develop public service announcements, cable TV programs, etc.

To combat misinformation, the Council must work with other interested groups to draft and obtain support for legislation to define nutritionist and prevent unqualified persons from getting diplomas from unqualified universities.

In view of the above and specific recommendations mentioned earlier, it may be necessary for the Council to seek additional staff in order to perform some of the above tasks. The present staff is working to full capacity and would need additional help to implement the recommendations.

The Council on Nutrition should function as a leader and coordinator of efforts in nutrition education and as a catalyst for increased efforts by other groups throughout the State of Illinois.

APPENDIX A

Following is a list of hearing officers and witnesses appearing at each of the five hearings on Nutrition Education in Illinois.

DeKalb - October 13, 1982

Hearing Officers

Linda Gates, ISCON Member, Montgomery

Virginia R. Hill, ISCON Executive Director, Springfield

Dr. George Hughston, Chairman, Department of Home Economics, Northern Illinois University, DeKalb

Dr. Dorice M. Narins, ISCON Member, Downers Grove

Dr. Ellen Parham, Department of Home Economics, Northern Illinois University, DeKalb

Representative Peter P. Peters, ISCON Chairman, Chicago

Berna Pollak, ISCON Member, Northfield

Dorothy Rossing, Northern Illinois Nutrition Education Project, DeKalb

Witnesses

Rebecca Cohen, R.N., Ed.D., Director of Education/Coordinator, Community Education Center, Sycamore Municipal Hospital, Sycamore

Rubye Hill, President, Illinois Vocational Home Economics Teachers' Association, Thomson

William Benner, Health Education Teacher, Joliet Township High School, Joliet

Dr. Robert Lathrop, Principal, McCleery School, Aurora

Sandra Wilson, First Grade Teacher, McCleery School, Aurora

Michael Brosseau, Health Education Teacher, Willowbrook High School, Villa Park

Jan McMaster, Diet Counselor, Diet Center, DeKalb

Jo Ann Skabo, Extension Adviser, DeKalb County Cooperative Extension Service, DeKalb

Sharon Scherer, Nutritionist/Program Assistant, Feeding Our Older DeKalb (F.O.O.D.) Program, DeKalb

Nancy Davis, Home Economics Teacher, William Fremd High School District 211, Palatine

Pamela Block, Department Chairman of Home Economics, Palatine High School, Palatine

Robert Deem, Coordinator of Science, Health and Outdoor Education, School District U-46, Elgin

Murna Hansemann, Home Economics Teacher, School District U-46, Elgin

Marcia Scheideman, Free-lance Nutrition Consultant, Roselle

Barbara Harvey, Medical Service Representative, Gerber Products Company, Arlington Heights

Catherine Seyller, Nutrition Education Consultant, Milk Foundation, Chicago

Maria Strack, Coordinator, FHA-HERO Nutrition Peer Education Programs, Sycamore High School, Sycamore

Leslie Morris, Chapter President, Future Farmers of America, Sycamore High School, Sycamore

Stephanie Ward, FHA-HERO State Nutrition Peer Educator, Sycamore High School, Sycamore

Lisa Olson, FHA-HERO State Nutrition Peer Educator, Sycamore High School, Sycamore

Patty Carrigan, FHA-HERO Region II State Director, Sycamore High School, Sycamore

Sondra King, Ph.D., R.D., Assistant Professor, Department of Home Economics, Northern Illinois University, DeKalb

Jeanette Heinisch, Nutrition Education Consultant, Northern Illinois Nutrition Education Project (NINEP), DeKalb

David Froehlich, Health and Physical Education Teacher, Rolling Meadows High School, Rolling Meadows

Mary Frances Astrom, M.S., R.D., Coordinator, Sycamore Prenatal Nutrition Education Project, Sycamore

Nancy Ciosek, R.D., Director of Health and Nutrition Services, Community and Economic Development Association of Cook County, Inc., Chicago

Barbara Peter, Free-lance Home Economist, Lake Forest

Marge Jones, R.N., Nurse Educator, Free-lance Writer, Nutrition for Optimal Health Association (NOHA), Winnetka

Macomb - October 20, 1982

Hearing Officers

Genevieve Anthony, ISCON Member, Springfield

Dr. Sofi Boutros, Associate Professor, Home Economics Department, Western Illinois University, Macomb

Margaret Cowden Symmonds, ISCON Member, Springfield

Virginia R. Hill, ISCON Executive Director, Springfield

Dr. Waneen Liudahl, Associate Professor, Home Economics Department, Western Illinois University, Macomb

Clarence Neff, State Representative, Stronghurst

Dr. Marian Swisher, Chairperson, Home Economics Department, Western Illinois University, Macomb

Witnesses

Beverly Prentice, Food Service Director, Robert Morris College, Carthage

Dr. Cheryl Cohen, Director, Human Performance Laboratory, and Associate Professor, Western Illinois University, Macomb

Larry Leverenz, Program Director, Athletic Training Curriculum, Western Illinois University, Macomb

Michael Weigand, Field Representative, Western Illinois Area Agency on Aging, Rock Island

Shirley Bergeman, Extension Adviser, Home Economics, McDonough County Cooperative Extension Service, Macomb

Dr. Waneen Liudahl, Associate Professor, Home Economics Department, Western Illinois University, Macomb

Sheryl Boston, Home Economics Teacher Education Student, Western Illinois University, Macomb

Kathleen Osborn, Home Economics Instructor, Macomb High School, Macomb

Betty Clark-Taylor, Dietetic Student, Home Economics Department, Western Illinois University, Macomb

Janet Miller, School Lunch Director, Macomb Community Schools, Macomb

Kathleen Brown, Associate Extension Adviser, Home Economics, Fulton County Cooperative Extension Service, Lewistown

Judy Downin, Warren County Porkettes, Berwick

Marjorie Delaney, R.D., Associate Professor, Illinois Central College, East Peoria

Linda Blakely, Graduate Student, Western Illinois University, Macomb

Robert Johnson, Health Educator, McDonough County Health Department, Macomb

Belleville - November 9, 1982

Hearing Officers

Harold Briggs, Regional Superintendent of Schools, Madison County

Martha Brown, ISCON Member, Springfield

James Carpenter, Regional Superintendent of Schools, Monroe and Randolph Counties

Monroe Flinn, State Representative, Granite City

Virginia R. Hill, ISCON Executive Director, Springfield

Patsy Jensen, ISCON Member, Carbondale

Russ Masinelli, Regional Superintendent of Schools, Macoupin County

LaRona Morris, representing Martha O'Malley, Regional Superintendent of Schools, St. Clair County

Janis Taake, Coordinator, Nutrition Education and Training Project, Southern Illinois Educational Service Center, Marion

Witnesses

Mary Smith, R.N., Health Teacher, School Nurse, Triad High School, St. Jacob

Jo Ellerbrake, Program Director, Mamie O. Stookey School for the Developmentally Disabled, Belleville

Suzanne Ludwig, Science/Health Teacher, Casey Junior High School, Mt. Vernon

Kathryn Bettenhausen, Home Economist, St. Louis District Dairy Council, Carbondale

Anne Smith, Director, Belleville Area College Senior Nutrition Project, Belleville

Joyce Woodson, Associate Extension Adviser, Expanded Food and Nutrition Education Program, St. Clair County Cooperative Extension Service, Belleville

Gloria Marshall, Program Assistant, Expanded Food and Nutrition Education Program, St. Clair County Cooperative Extension Service, Belleville

Dannette Gray, Homemaker, Expanded Food and Nutrition Education Program, St. Clair County Cooperative Extension Service, Belleville

Lois Cook, O'Fallon

Cori Coelho, FHA-HERO Chapter Vice-President, Belleville Township High School East, Belleville

Janee Evans, FHA-HERO Chapter President, Belleville Township High School East, Belleville

Carolyn Gass Hardimon, Chairman, Home Economics Department, Belleville Township High School East, Belleville

Amy Paschedag, Home Economics Teacher and FHA-HERO State Nutrition Peer Educator Advisor, Civic Memorial High School, Bethalto

Gina Schneider, FHA-HERO State Nutrition Peer Educator, Civic Memorial High School, Bethalto

Carmen Rosa Lopez, R.D., Clinical Dietitian, St. Elizabeth Hospital, Belleville, and Dietitian with United States Air Force Reserves at Scott Air Force Base Hospital

Diane Maes, R.D., Clinical Dietitian, St. Elizabeth Hospital, Belleville

Louise Joseph, R.D., Nutrition Consultant in private practice

Charleston - November 17, 1982

Hearing Officers

Ruth Dow, Ph.D., R.D., Associate Professor, School of Home Economics, Eastern Illinois University, Charleston

Jane Esker, Nutritionist, Golden Circle Nutrition Program, Effingham

Virginia R. Hill, ISCON Executive Director, Springfield

Dr. Barbara Owens, Dean, School of Home Economics, Eastern Illinois University, Charleston

Mike Strader, ISCON Member, Charleston

Witnesses

Beverly Madsen, Home Economist and Teacher, Ottawa Township High School, Ottawa

Barbara Thrush, Student, Ottawa Township High School, Ottawa

Eileen Corbus, Student, Ottawa Township High School, Ottawa

Kim Terry, Student, Ottawa Township High School, Ottawa

Helen McFarland, Home Economics Teacher, Charleston High School, Charleston

Sandra Lindsey, Home Economist, St. Louis District Dairy Council, Southern Illinois Division, Effingham

Becky Heuerman, WIC Director, CEFS Economic Opportunity Corporation, Effingham

Margaret Messer, Supportive Services Specialist, Peace Meal Senior Nutrition Program, Charleston

Tina Fang, Graduate Dietetic Student, Eastern Illinois University, Charleston

Martha Brown, Ph.D., R.D., Associate Professor, School of Home Economics, Eastern Illinois University, Charleston

Jane Esker, Nutritionist, Golden Circle Nutrition Program, CEFS Economic Opportunity Corporation, Effingham

Ruth Dow, Ph.D., R.D., President, Illinois Dietetic Association, Charleston

Dr. Barbara Owens, Dean, School of Home Economics, Eastern Illinois University, Charleston

June Patchett, Home Economics Teacher, Shiloh High School, Hume

Clyde Frankie, Health Educator and Athletic Trainer, Charleston High School, Charleston

Kathy Hummel, First Grade Teacher, Carl Sandburg Elementary School, Charleston

Jeff Kelly, Third Grade Student, Carl Sandburg Elementary School, Charleston

Janelle Pullen, Third Grade Student, Carl Sandburg Elementary School, Charleston

Marilyn Brengle, Extension Adviser, Home Economics, Edgar County Cooperative Extension Service, Paris

Carole Corder, R.D., Clinical Dietitian, Sarah Bush Lincoln Health Center, Mattoon

Edith Hedges, Assistant Professor, School of Home Economics, Eastern Illinois University, Charleston

Urbana - November 23, 1982

Hearing Officers

Susan Funkhouser, ISCON Member, Mahomet

Dr. L. Ross Hackler, ISCON Member, Champaign

Virginia R. Hill, ISCON Executive Director, Springfield

Timothy Johnson, State Representative, Urbana

Dr. John Milner, ISCON Member, Urbana

Dr. Thomas O'Rourke, ISCON Member, Champaign

Helen Satterthwaite, State Representative, Champaign

Witnesses

Susan Funkhouser, Home Economist and Chairman, Illinois Area Offices, St. Louis District Dairy Council, Champaign

Virginia Johnson, Nutrition Education Director, Area 2 Nutrition Education and Training Project, Illinois Center for Educational Improvement, Decatur

Joan Boatz, Head Start/Day Care Nutrition and Handicap Coordinator, Decatur

Karen Roth Gehrt, R.D., Extension Adviser, Expanded Food and Nutrition Education Program, Champaign County Cooperative Extension Service, Champaign

Janice Young, Program Assistant, Expanded Food and Nutrition Education Program, Champaign County Cooperative Extension Service, Champaign

Geraldine Cotter, Homemaker, Expanded Food and Nutrition Education Program, Champaign County Cooperative Extension Service, Champaign

Carol Dierks, M.S., R.D., Urbana

Elvira Jarka, R.D., Coordinator, Nutrition Services Section, Illinois Department of Public Health, Springfield

Anne Ackerman, Former Owner, Health Food Store, Rantoul

Sue McCann, Nutrition Teacher, Alternative Education Program, Oak Park-River Forest High School, Oak Park

Sarah Jolie, Student, Chairperson, Youth Advisory Committee, Oak Park-River Forest High School, Oak Park

Barbara Mullarkey, Home Economist, Nutrition Writer for the Vegetarian Times and Nutrition Columnist for the Wednesday Journal, Oak Park-River Forest

Sheila Ashbrook, Foods and Nutrition Specialist, Cooperative Extension Service, and Assistant Professor, University of Illinois, Urbana

Mildred Sims, Curriculum Developer, Second Grade Teacher, Westview Grade School, Champaign

John Milner, Ph.D., Director, Division of Nutritional Sciences, University of Illinois, Urbana

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The following individuals did not testify at the hearings but submitted written testimony to the Council office.

Judy Horn, R.N., Health Educator, Logan County Health Department, Lincoln

Karla Bartels, Director, Daily Bread Project (senior citizens nutrition sites, Sangamon and Menard Counties), and Vice-President, Illinois Association of Nutrition Project Directors, Springfield

Robin Malone, Extension Adviser, Home Economics, Moultrie County Cooperative Extension Service, Sullivan

Rita Siegal, President, Nutrition for Optimal Health Association (NOHA), Winnetka

Pat Miller, Instructor, Developmental Adult Vocational Training Education, Knox County Council for Developmental Disabilities, Inc., Galesburg

Margaret Kohn, Instructor, Sertoma Job Training Center, Sheltered Workshop for the Handicapped, Alsip

Linda Gates, Illinois Health Chairman, Illinois Congress of Parents and Teachers, Montgomery

Ann Riordan, R.D., H. Douglas Singer Mental Health Center, Rockford

Jane McLean, Nutrition Programs Administrator, McHenry County Senior Citizen's Council, Crystal Lake

American Heart Association, Illinois Affiliate's Nutrition Committee, Springfield

Ellen Parham, Ph.D., R.D., Illinois Legislative Committee of the Society for Nutrition Education, DeKalb

Mary Horneker, M.S., R.D., Clinical Dietitian, St. Francis Hospital, Litchfield

Nora Hardin, School Nurse, Red Hill High School, Bridgeport

Patricia Hansen, Administrator, Laren School Montessori, South Holland

Susan Conlon and Jan Bambrick, McDonough County Rehabilitation Center, Macomb

Shabbona Elementary School Unit #425, Shabbona

Sue Buck, Extension Adviser, Home Economics, Henry County Cooperative Extension Service, Cambridge

Cammy Seguin, Extension Adviser, Home Economics, Douglas County Cooperative Extension Service, Tuscola

Diane Duewer, Extension Adviser, Home Economics, Cass County Cooperative Extension Service, Virginia

Colleen Korte, Stockton

Karen Lorence, Part-time Instructor at Waubonsee Community College in Sugar Grove and at Aurora College in Aurora

Debbie Weaver, Home Economics Teacher, Niantic-Harristown Schools, Community Unit District No. 6, Niantic

Charlotte Coffer, Extension Adviser, Home Economics, Perry County Cooperative Extension Service, Pinckneyville

Diane Cook, Dorothy Knoepple, Kathie McReynolds, and Ruth Ann Seney, Home Economics Teachers, Glenbard East High School, Lombard

Thomas O'Rourke, Ph.D., M.P.H., Illinois Society for Public Health Education, Champaign

Lou Skizas, Health Education Coordinator, Centennial High School, Champaign

Ruth Ann Breitweiser, Director, Meals-With-Wheels, Waukegan

Julie Kay, M.P.H., Chicago City-Wide College, Nutrition Education Coordinator for Office for Senior Citizens and Handicapped, Chicago

Hess & Hunt, Inc., Nutrition Education/Communication, Consultants for Office for Senior Citizens and Handicapped, Chicago

Terry Matthews, R.D., Department of Dietetics, St. Francis Hospital-Medical Center, Peoria

Janis Taake, R.D., Coordinator, Nutrition Education and Training Program, Southern Illinois Educational Services Center, Marion

Eunice Scott, Director of Dietetics, Memorial Medical Center, Springfield

Gwendolyn Grymonprez, R.D., Dietary Consultant, Colona

Jamie Comerford-Hickmann, Public Health Nutritionist, Jackson County Health Department, Murphysboro

Cathy Mueller, R.D., Nan Olson, R.D., Janis McClarey-Rice, R.D., and Myung McKnight, R.D., Dietitians at St. Anthony Hospital Medical Center, Rockford

Joan Friend, R.D., Clinical Dietitian, Swedish American Hospital, Rockford

Joyce G. Miller, R.D., Director of Dietary, Katherine Shaw Bethea Hospital, Dixon

Gail G. Beck, R.D., Katherine Shaw Bethea Hospital, Dixon

Dorothy Wesltund, M.S., R.D., Director of Dietetics, Highland Hospital, Belvidere

Jacqueline B. Marcus, M.S., R.D., Nutrition Consultant, Good Health Program, Skokie Valley Hospital, Skokie

Ellen Feinstein, Colleen Day, and Nancy Burgess, Dietetic Interns, representing the Registered Dietitians from Ingalls Memorial Hospital, Harvey

Idelle Goode, Director, Office for Senior Citizens and Handicapped, Chicago

Patricia Fitzpatrick, M.A., R.D., Dietetic Internship Counselor and Outpatient Coordinator, St. Elizabeth's Hospital, Belleville

Constance Locher Bussard, R.D., Consulting Dietitian, Lincoln

Paula Weider, Home Economics Teacher, Triad High School, St. Jacob

APPENDIX B

Following are four tables which were devised from information gathered at the hearings and which were referred to in the text.

TABLE B-1

Groups mentioned by witnesses as the primary audience reached by their nutrition programs

	Number
Preschool	3
Grades K-8	15
Grades 9-12	37
University	
Undergraduate	12
Graduate	4
Adults	
General	60
Seniors	16
Special Groups	
Educators	8
Health Professionals	8
Developmentally Disabled/ Mentally Handicapped	5
Hospitalized Patients	6
Day Care and Nursing Home Personnel	4

TABLE B-2

Functional Responsibilities of Witnesses

High Schools	
Administration	3
Home Economics	11
Health Education	4
Student	11
Nurse	1
Elementary Schools	
Administration	1
Teacher	3
Student	2
University	
Educator	11
Student	3
Hospital	
Administrator	1
Dietitian	3
Extension Service	10
Health Department	2
Dairy Council	5
Industry	2
Head Start	1
Senior Programs	5
Food Service	2
Health/Diet Centers	1
NINEP	1
WIC	1
Public	7

TABLE B-3

Sources of materials mentioned by witnesses as being used in nutrition education programs*

Industry Supported Groups

- National Dairy Council
- National Live Stock and Meat Board
- National Pork Producers Council

Industry

- Best Foods
- Gerber Foods Inc.
- Kraft, Inc.
- Mead Johnson
- Metropolitan Life Insurance Company
- Pillsbury
- Ross Laboratories
- Quaker Oats

Prevention Oriented Groups

- American Heart Association
- National Foundation/March of Dimes

University

- Cooperative Extension Service

Government Publications & Materials

- Nutrition Education & Training Program (NET)
- Northern Illinois Nutrition Education Project (NINEP)
- Expanded Food & Nutrition Education Project (EFNEP)
- Illinois State Council on Nutrition (ISCON)

Private Publications

- Current Health

*Listing does not imply endorsement by ISCON

TABLE B-4

Materials mentioned during testimony which were developed by witnesses*

SENSE - ABLE COOKING**
(Nutritious, child-centered cooking activities for the severely and profoundly handicapped)

INTEGRATED NUTRITIONAL COOKING**
(Cookery for young children)

Robert Morris College - CALORIE COUNTER, FACTS VERSUS FALLACY, and others**

GROWING OLDER, BUT STILL GROWING and others (Miniposters for the elderly)

THE PEACE MEAL POCKET PACKET**

*Listing does not imply endorsement by ISCON

**Copies on file with testimony

STATE OF ILLINOIS
EIGHTY-SECOND GENERAL ASSEMBLY
HOUSE OF REPRESENTATIVES

House Resolution No. 1337

Offered by Representatives V. F. Frederick - Peters - Currie - Macdonald - Satterthwaite and Greiman

WHEREAS, The current Illinois school code requires that the schools of the State provide students with a comprehensive health education program; and

WHEREAS, Through health education students study vitally important subjects, including the prevention and control of disease, safety education, disaster survival, mental health and illness, personal health habits, alcohol, drug and tobacco use and abuse, nutrition, and dental health; and

WHEREAS, Without this mandate, educational programs which are critical to the continued health and safety of all Illinoisians would not be available to many of the state's youths; and

WHEREAS, Training in proper health care results in a significant savings to the State, because of reduced risk of disease and injury; and

WHEREAS, Prevention is the most cost-effective method of reducing health care costs; and

WHEREAS, During difficult economic times, the need for proper health education becomes more, not less, important because many of the state's citizens are under increased physical and mental stress, making the risk of disease and injury greater; now therefore be it

RESOLVED, BY THE HOUSE OF REPRESENTATIVES OF THE EIGHTY-SECOND GENERAL ASSEMBLY OF THE STATE OF ILLINOIS, that we do hereby support the retention of language in the present school code, mandating a comprehensive health education program for all students; and be it further

RESOLVED, That we oppose any change in this mandate which might weaken the health care education currently provided in Illinois schools, since doing so would ultimately undermine the health and safety of all Illinois citizens.

Adopted by the House of Representatives on January 10, 1983.

Arthur A. Telcser, Speaker of the House

Anthony J. Leone, Jr., Clerk of the House

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APPENDIX D

NUTRITION SERVICES PROVIDED BY THE
NORTHERN ILLINOIS NUTRITION EDUCATION PROJECT
(NINEP)

Newsletters. NINEP disseminates 3-5 newsletters each year. The newsletters consist of (1) a feature article designed to update the recipient's knowledge of pertinent nutrition information; (2) instructional ideas; (3) a schedule of local and regional nutrition education workshops; and (4) lists of material and information resources.

Material Depository. NINEP maintains a depository of nutrition education materials which are available to teachers, food service personnel, and day care personnel on a free loan basis. Materials in the depository include curriculum guides, reference books, children's books, audio-visual aids (films, slidetape programs, film strips, audio cassettes, etc.), instructional programs/kits, and instructional games. An annotated catalogue of available materials is disseminated to agencies through mass mailings, workshops, and conferences and is advertised in the newsletter. Materials are disseminated on a request basis.

Information/Activity Packets. NINEP consultants prepare and disseminate a variety of packets designed to provide teachers with information and activities for direct use in the classroom. Packets available to date include:

- Fast Food Ideas (nutrition activities with no or minimum teacher preparation required)
- The Melting Pot (teaching about cultural foods)
- Food Facts and Fallacies
- The Amazing Sugar Maze
- Nutrition for Athletes
- Let's Start Our Own Health Food Store
- Vim, Vigor, and Vitamins
- Beware of Sugar and Salt

Resource Materials from State and Other Agencies. NINEP promotes and disseminates material from the Illinois State Council on Nutrition and the Illinois State Board of Education. In addition to these materials, NINEP provides educational materials from commercial companies and other agencies which the project has purchased

or received free and consider to be valid sources of nutrition information which will be of value to teachers.

Workshops. NINEP provides workshops for school and day care personnel and parents. Two basic types of workshops are presented: informational and make-and-take. Informational presentations are usually one hour programs. Examples include Nutrition Update; Food Facts and Fallacies; Vim, Vigor, and Vitamins; and Nutrition for Athletes. Make-and-Take workshops stress an area of nutrition education (Beyond Peanut Butter and Jelly emphasizes breakfast, snacks, and brown bag lunches). During the 1 1/2 - 2 hour workshop, teachers receive background information for the topics and actually make games, puppets, and other teaching aids they can use in the classroom.

Consultation. NINEP also acts as a resource for schools which are planning to implement nutrition education programs in their districts by providing materials to review, workshops, and consultation when requested.

APPENDIX E

UNITED STATES DEPARTMENT OF AGRICULTURE PROGRAMS FOR NUTRITION EDUCATION OF THE PUBLIC

Major programs of nutrition education for the public carried out by USDA are: (1) nutrition education and information programs of Human Nutrition, SEA, in cooperation with the Office of Government and Public Affairs, Office of the Secretary, and with SEA Information staff; (2) SEA Extension and the Cooperative State Extension Service programs; (3) education programs of the Food and Nutrition Service; and (4) Agricultural Marketing Service activities. In FY 1980, the Department allocated $107 million for nutrition education of the public.

Office of Government and Public Affairs

Print Media

Nutrition information and education for the general public is distributed primarily through print and electronic media. Printed materials have been a mainstay of this effort, reaching a broad cross-section of the public, including consumers, teachers, farmers, and nutrition professionals. Numerous consumer publications on food and nutrition are available and, during FY 1980, 66 percent of the nearly 5 million USDA publications requested from the Consumer Information Center in Pueblo, Colorado were on these topics. In conjunction with DHHS, USDA published Nutrition and Your Health: Dietary Guidelines for Americans. Over 7 million copies have been distributed to date. Other publications are prepared and distributed by the individual agencies and are described below. In addition, OGPA disseminates information about USDA programs and nutrition materials through correspondence and extensive contacts with local rural and urban groups, such as women's clubs, farmers organizations, and consumer groups.

Electronic Media

Radio and television are also active distribution mechanisms for food and nutrition information from USDA. Working with the radio news staffs of individual agencies, OGPA features information on food and nutrition through daily news spots released to radio networks and through taped documentary services sent to subscribing stations. These issue-oriented documentaries, ranging from 3 to 15 minutes in length, cover such topics as trace element research and changing food consumption patterns. In 1980, there were 24 news spots related to nutrition, 7 in-depth documentaries, 29 mini-documentaries, and 8 radio series featuring food and nutrition.

Additionally, OGPA sponsors a half hour television program called "A Better Way." This program is distributed to 85 stations across the country. About 65 of these are commercial stations and the rest are educational. The show follows a magazine style format, with five to seven topics discussed each week. Generally, three out of four programs have a nutrition segment lasting about 5 minutes. It has been estimated that "A Better Way" reaches an audience of 2 million viewers.

Science and Education Administration

Human Nutrition

The nutrition education and information activities of HN are of three types:

- translating, interpreting, and transmitting research findings into reliable, acceptable food and diet guidance materials for the public and special groups;
- performing scientific and technical review and clearance on all nutrition information released from USDA; and
- coordinating nutrition education and information programs of SEA units and providing consultation, on request, to other Federal and nongovernment organizations.

With OGPA and SEA Information staff, HN develops the majority of print and nonprint media material on nutrition for the general public.

Human Nutrition Information and Dietary Guidance Staff

Ideas For Better Eating: Menus and Recipes to Make Use of the Dietary Guidelines, a booklet of food and menu illustrations for use by food and nutrition professionals was prepared by HNIDG during FY 1980 and published early in 1981. In addition, the staff provides technical assistance and consultation in the development of a variety of nutrition education and information materials for the public. Included are a menu ideas booklet for food stamp recipients, to be published by the Food and Nutrition Service; the food and nutrition series, FOOD, the first booklet of which has been published; and consumer information materials being prepared as a part of the Red Cross and community nutrition education projects.

In addition, HNIDG has participated in nutrition information development and dissemination by serving as a center for review of nutrition information materials developed for the public by other USDA agencies, and by responding to inquiries on nutrition topics from nutrition and health professionals and consumers. Records of inquiries are being used to determine needs for nutrition information materials development.

Consumer Nutrition Center

CNS prepared a number of popular food and nutrition publications during FY 1980. All are intended to assist consumers in using nutrition information to make sound food choices. The Sodium Content of Your Food lists the sodium content of almost 800 foods, as well as selected nonprescription drugs. Active distribution of FOOD 1 also continues, with 1.7 million copies having been distributed to date. Family Fare, now being updated, contains guidance on buying, using, and storing foods, and information on basic nutrition, meal planning, and food formulations. Your Money's Worth in Foods, a USDA food money management publication, is being revised to incorporate new nutrition concepts, update food price information, and make changes in format based on evaluations by

consumers and educators who have used the publication.

Extension Service

For over 60 years SEA and its predecessor agencies and the Cooperative Extension Services of the states have cooperatively conducted a general food and nutrition education program at the community level in all 50 states. The purpose of this program is to help families with young children, low income families, the elderly, and youth to improve their knowledge of basic nutrition and its relation to health and physical fitness; select nutritious diets; improve and apply knowledge of maternal, infant, and preschool nutrition; and improve knowledge of food selection, preparation, preservation, and storage, and better cope with inflation. It is estimated that 30 million families are reached by the ES home economics program. In FY 1980, almost 40 percent of program efforts was concentrated in the food and nutrition area.

Expanded Food and Nutrition Education Program

The Federal Government's major budgeted nutrition education program is EFNEP. It is administered by SEA and carried out by the Cooperative Extension Services of the states. Its purpose is to help low income homemakers and youth. Through the work of some 5,500 paraprofessionals, trained and supervised by county home economists, over 1.7 million families in over half of the 3,000 U.S. counties have been reached by the EFNEP program since its inauguration in 1968. Through the lessons and information provided by the paraprofessionals, participants increase their skills in selecting and buying nutritious foods and preparing meals; improve practices in home food production, storage, safety, and sanitation; and increase their ability to manage resources that relate to food, including Federal programs such as food stamps.

4-H

4-H provides youth from all socioeconomic backgrounds--rural and urban--with learning experiences that will enable them to become self-directing, productive, and contributing members of their communities. Through the 4-H nutrition education programs, which have significant involvement of parents and volunters as well as home economists and paraprofessionals, young people ages 9 to 19 are learning good dietary practices, preparation of nutritious meals, wise food purchasing, and safe preservation of foods. In FY 1980, 1.5 million youths were reached by these food and nutrition education programs.

Food and Nutrition Service

A variety of booklets, posters, and other nutrition education and information materials is also developed and distributed by FNS. Included are nutrition education resource and guidance materials for nutrition professionals and paraprofessionals, materials for those working with special population groups, booklets and posters for program participants, Spanish language nutrition education and information materials, and buying and menu planning guides for school food service personnel. Twelve million

copies of Building a Better Diet, a colorful booklet and a large poster offering suggestions for choosing a better diet, were distributed during FY 1980 and early FY 1981. Eating for Better Health, a 28-page nutrition education publication for food stamp families, was developed during FY 1980 and 1981 for distribution in FY 1981. What Shall I Feed My Baby?, an infant feeding guide for WIC participants, was developed in FY 1980 and 1981 for distribution in FY 1982.

The Special Supplemental Food Program for Women, Infants, and Children

This program provides supplemental foods to pregnant, postpartum, and breastfeeding women, infants, and children up to age 5, who are determined to be at nutritional risk due to inadequate nutrition and inadequate income. In FY 1980, WIC funds apportioned to local agencies served approximately 2.1 million people. In addition to providing the supplemental foods, WIC gives nutrition education to all adult participants and to the parents or caretakers of all child participants. Nutrition education for children is encouraged where appropriate. During each fiscal year, a minimum of one-sixth of the funds expended in each state agency for administrative costs are used for nutrition education. Through these activities, each participant learns the principles of nutrition as well as her or his specific nutritional needs, and the foods that fulfill those needs. Participants are also taught to shop and to prepare well balanced and economical meals.

Nutrition Education and Training Program

The NET program was initially authorized by Congress in November 1977. Since its first year of operation in 1978, NET has delivered services to more than 4 million children in nearly 21,000 schools across the country. The goal of the program is to provide children with better learning opportunities regarding food and nutrition and the relationship of nutrition to health. To achieve this goal, the program focuses on both the school cafeteria and the classroom, and provides for: (1) nutrition education activities in schools and child care institutions, (2) nutrition training of teachers and food service personnel, and (3) management training of food service personnel. The NET program provides for this nationwide nutrition and food service information and education program through a system of formula grants to state education agencies, based on enrollment in public and private schools and institutions. Fifty-four agencies now operate the NET program; they include two FNS regional office administered programs, 47 state agencies, and Puerto Rico, the Virgin Islands, American Samoa, the Northern Marianna Islands, and the Trust Territories. In FY 1981, NET funding was reduced to $15 million.

Agricultural Marketing Service

As part of its marketing information programs, AMS prepares publications describing the supply outlook for various commodities, highlighting those that are especially plentiful. Some of these materials contain nutrition information. Five AMS regional offices prepare and send out weekly information packets to food editors, ES agents, and other information intermediaries. These packets contain nutrition information on

the highlighted foods, as well as tips on how to buy, use, and store them. Information from these packets is also used by radio and TV broadcasters in consumer programming.

--From FEDERALLY-SUPPORTED HUMAN NUTRITION RESEARCH, TRAINING, AND EDUCATION: UPDATE FOR THE 1980s. III. NUTRITION EDUCATION RESEARCH AND PROFESSIONAL PERSONNEL NEEDS FOR NUTRITION EDUCATION OF PROFESSIONALS AND THE PUBLIC. Prepared by the Joint Subcommittee on Human Nutrition Research of the Committee on Health and Medicine and the Committee on Food, Agriculture, and Forestry Research. June, 1982, pp. 67-71.

APPENDIX F

DEPARTMENT OF HEALTH AND HUMAN SERVICES PROGRAMS FOR NUTRITION EDUCATION OF THE PUBLIC

Activities of DHHS for nutrition education of the public are supported by the National Institutes of Health, the Food and Drug Administration, the Centers for Disease Control, and the Health Services Administration. Their activities are presented below, by agency.

National Institutes of Health (NIH)

Publications dealing specifically with nutrition are available. Public racks in almost 3,000 supermarkets, drug stores, and department stores are stocked with a selection of NIH publications. In addition, the Search for Health news column is sent to over 500 daily and small-town newspapers on a weekly basis. A collection of articles about NIH research developments is contained in the publication NIH News and Features; from 8 to 10 percent of the content concern nutrition. A number of nutrition Public Service Announcements (PSAs) on both radio and television have been developed by NIH and are being distributed widely. Another means of providing nutrition education to the public is through the lecture series, "Medicine for the Layman," which is now in its fourth year.

A year long project, entitled Foods for Health, was initiated in FY 1978 with the cooperation of the Giant Food Corporation. The program provided heart health nutrition information and education in 90 supermarkets in Maryland, Virginia, and Washington, D. C. The program goals were to inform consumers and encourage them to make personal risk assessments. The results from the Foods for Health project show that over 3 million Eater's Almanacs were picked up by the shoppers in the supermarkets. Numerous organizations such as Hoffman-LaRoche and Michigan Blue Cross and Blue Shield have adopted the program materials and have already reprinted the almanacs for their employees. The Department of Health and the Environment in Kansas and the College of Human Medicine, Michigan State University are planning to reprint and distribute the almanacs.

Publication and dissemination of nutrition information is common practice for many Institutes at NIH. Two public education pamphlets, one on obesity and one on general nutrition, are currently being put into final form. Attempts are made to answer the public demand for nutrition information by providing reprints, fact sheets, and publications on nutrition topics such as obesity and energy metabolism through the Information Offices and the NCC Office.

A large campaign is devoted to informing and educating the public on ways of preventing tooth decay and other oral health problems. One publication, entitled Good Teeth for You and Your Baby, was prepared for expectant mothers and for mothers of young children. Another leaflet on sugar in the development of dental caries has recently been developed for teenagers. In conjunction with these publications, two Public Service Announcements entitled "Magical Munching" and "Notes on Good Snacking" have been developed. A leaflet to complement the spots is also being developed and will be available upon request. Four additional PSAs entitled "I Love My Teeth" and developed for radio with the help of popular recording stars promote the use of nutritious, noncariogenic snack foods. These radio spots have been distributed to 4,000 radio stations across the country.

Publications aimed at particular audiences are produced by a number of Institutes. They range from nutrition publications that address the dietary needs of pregnant women and infants, to publications that attempt to explain special dietary regimens for those persons with specific health problems. A pamphlet entitled Food Allergy is available to explain the allergenic reactions of those persons sensitive to certain foods.

A major accomplishment was the joint development by DHHS and USDA of the publication, Nutrition and Your Health, Dietary Guidelines for Americans, issued in March 1980. The NCC Office and many of the NIH Institutes had input in the development of several drafts of this publication. The seven dietary guidelines are based on the most recent scientific positions on such topics as dietary cholesterol and saturated fat, sodium, alcohol, calories, carbohydrates, and protein.

Food and Drug Administration (FDA)

Bureau of Foods

A far reaching Federal nutrition information program involves the nutrition labeling of the food supply. Nutrition labeling, originated by FDA in the early 1970s, is the largest single nutrition information system in existence. It provides point of purchase nutrition information about individual foods to millions of consumers.

Many of FDA's nutrition education/information activities are related to various aspects of nutrition labeling. The regulation and monitoring of nutrition labeling requires substantial annual expenditures of FDA resources to analyze food samples for agreement with nutrient label declaration in order to assure that the nutrition information is truthfully presented to consumers in compliance with FDA regulations. Other FDA consumer activities are directed toward improvement of the manner of presentation of nutrition labeling information.

Nutrition professionals at FDA regularly and frequently provide consultation on technical matters to the public, media, and other nongovernmental organizations. They also provide education to the public on nutrition related subjects through speeches and publications for consumer groups and interviews with the public media.

Consumer Affairs Officers

The CAOs of FDA have been conducting ongoing consumer education programs on nutrition labeling, food additives, and food quackery for many years. The programs are implemented through speeches, seminars, workshops, mass media appearances, exhibits, and focus group meetings.

Office of Consumer Affairs

The consumer communication staff annually receives approximately 60,000 to 70,000 inquiries. Of that number, 36 percent are requests for food and nutrition information. Many of these requests require preparation of individual responses; others can be answered by providing FDA brochures, consumer memos, and FDA Consumer reprints.

Centers for Disease Control (CDC)

The Center for Health Promotion and Education within CDC supports the health education-risk reduction grant program that assists state and local health agencies in initiating, strengthening, and becoming the focal point for the delivery of health, including nutrition, education programs.

Health Services Administration (HSA)

In FY 1980, the agencies within the HSA provided an identifiable nutrition education component through a wide range of health care providers for clients receiving health care, and to the general public. The Bureau of Community Health Services health care programs provide nutrition education to underserved high risk populations in community clinics, hospitals, homes, and other settings such as day-care. Outreach workers and health aides have an important role in these nutrition education efforts. Increased attention is given to nutrition education for physicians, nurses, and other care providers, as well as for patients, their families, and the community as a whole. Emphasis is given to promotion of breast feeding, prenatal nutrition, infant and child feeding, nutrition treatment of chronic and handicapping conditions, and dental health and nutrition.

--Adapted from FEDERALLY-SUPPORTED HUMAN NUTRITION RESEARCH, TRAINING AND EDUCATION: UPDATE FOR THE 1980s. III. NUTRITION EDUCATION RESEARCH AND PROFESSIONAL PERSONNEL NEEDS FOR NUTRITION EDUCATION OF PROFESSIONALS AND THE PUBLIC. Prepared by the Joint Subcommittee on Human Nutrition Research of the Committee on Health and Medicine and the Committee on Food, Agriculture, and Forestry Research. June, 1982.

APPENDIX G

ILLINOIS STATE COUNCIL ON NUTRITION (ISCON)
NUTRITION EDUCATION MATERIALS

Brochures

As of July, 1983, the following brochures are available from the Council office:

GOOD HEALTH, EXERCISE/NUTRITION - explains the importance of incorporating good nutrition habits and regular exercise into the life style for optimal health.

CROSS ROADS TO HEALTH, YOUR CHOICE - illustrates the proper diet plan and nutrients important to health, types of foods to consume in moderation, and types of foods to avoid when health problems such as high blood pressure and obesity exist.

THE ROAD TO HEALTHY PREGNANCY - includes answers to questions frequently asked about pregnancy and a recommended meal plan for pregnancy.

NUTRITION KNOWS NO AGE - is a large-type brochure written specifically for the elderly population. The 8-page brochure includes sections on changes in the body that affect eating, a basic four food group plan, nutrient function table, disease and diet, food and drug interactions, a daily menu guide, and some nutrition hints and tips.

PRIMER FOR PRESCHOOL - was developed specifically for day care centers for use with young children and contains the basic concepts of nutrition, suggested learning activities, a food guide, and tips for parent involvement.

NUTRITION EDUCATION - LET'S INTEGRATE - illustrates ways that nutrition education can become a part of basic subject areas such as Consumer Education, Art, Science, Social Studies, Language, and Math. It also includes lists of curriculum guides, reference catalogs and books, games, journals, and recommended basic nutrition books.

RATING THE DIETS - contains information about sixteen popular weight-loss diets which were computer analyzed, compares them to the Recommended Dietary Allowances (RDA), and lists ideas to consider when dieting and various statistics about overweight and dieting.

Nutrition Newsletter

The Council publishes approximately four NUTRITION Newsletters each year. The mailing list for the newsletter is comprised of approximately 14,500 different individuals, schools, and organizations in the State of Illinois. Because of the large number of people it reaches, it is an effective method for updating and educating the general public on the current aspects of nutrition, what is happening in Illinois that concerns nutrition, and what the Council is presently doing.

Newspaper Column

A nutrition news column, "From the Desk of Virginia Hill," is sent out from the Council office twice a month to 617 newspapers in Illinois and to state agency offices. The news articles are focused on current issues or controversies in nutrition and are written in terms for the general public to comprehend. The Council is endeavoring to reach as much of the general public as possible to respond to their need for accurate nutrition information.